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EXPRESSWAYS

Elizabeth A. Thorn
Joan M. Irwin

Illustrators

Marianne Brorup
Darlene Toews
Lyle Westman

Cover

Elizabeth Osterberger

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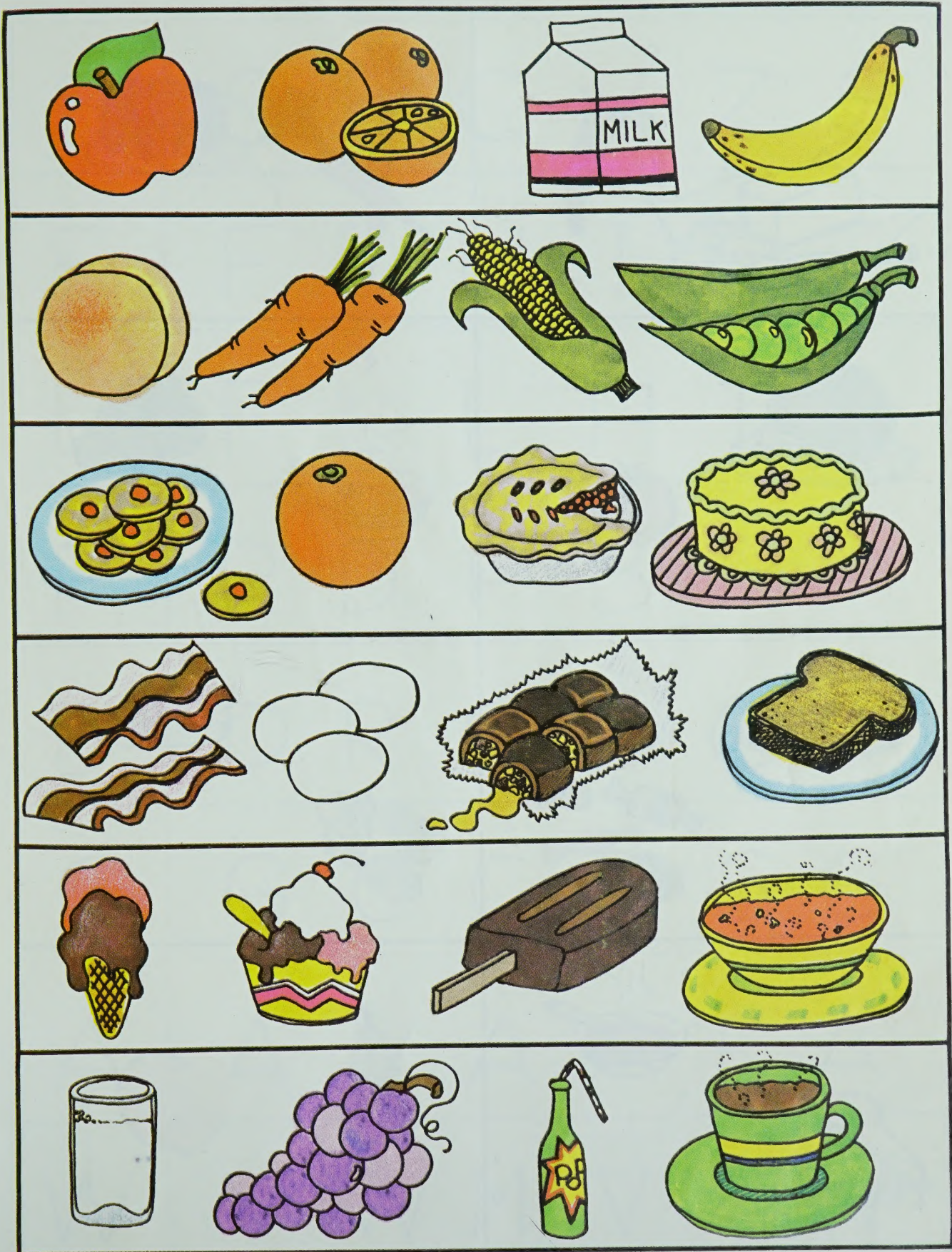
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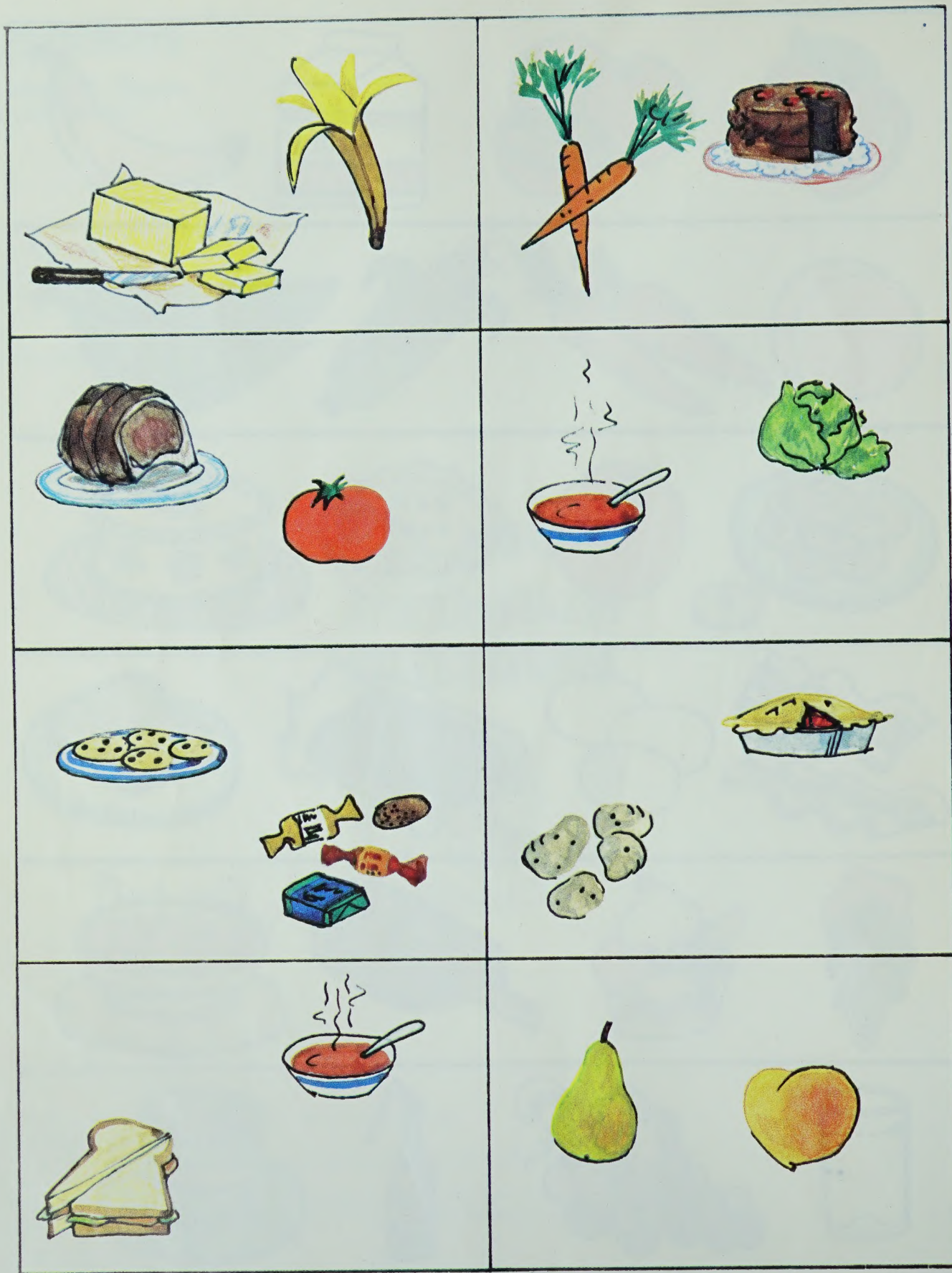


Objective: Classify

Directions: In each row, pupils put an x on the picture of the food that does not belong.

(In a second exercise, pupils circle a favorite food in each row.)

2783121



2

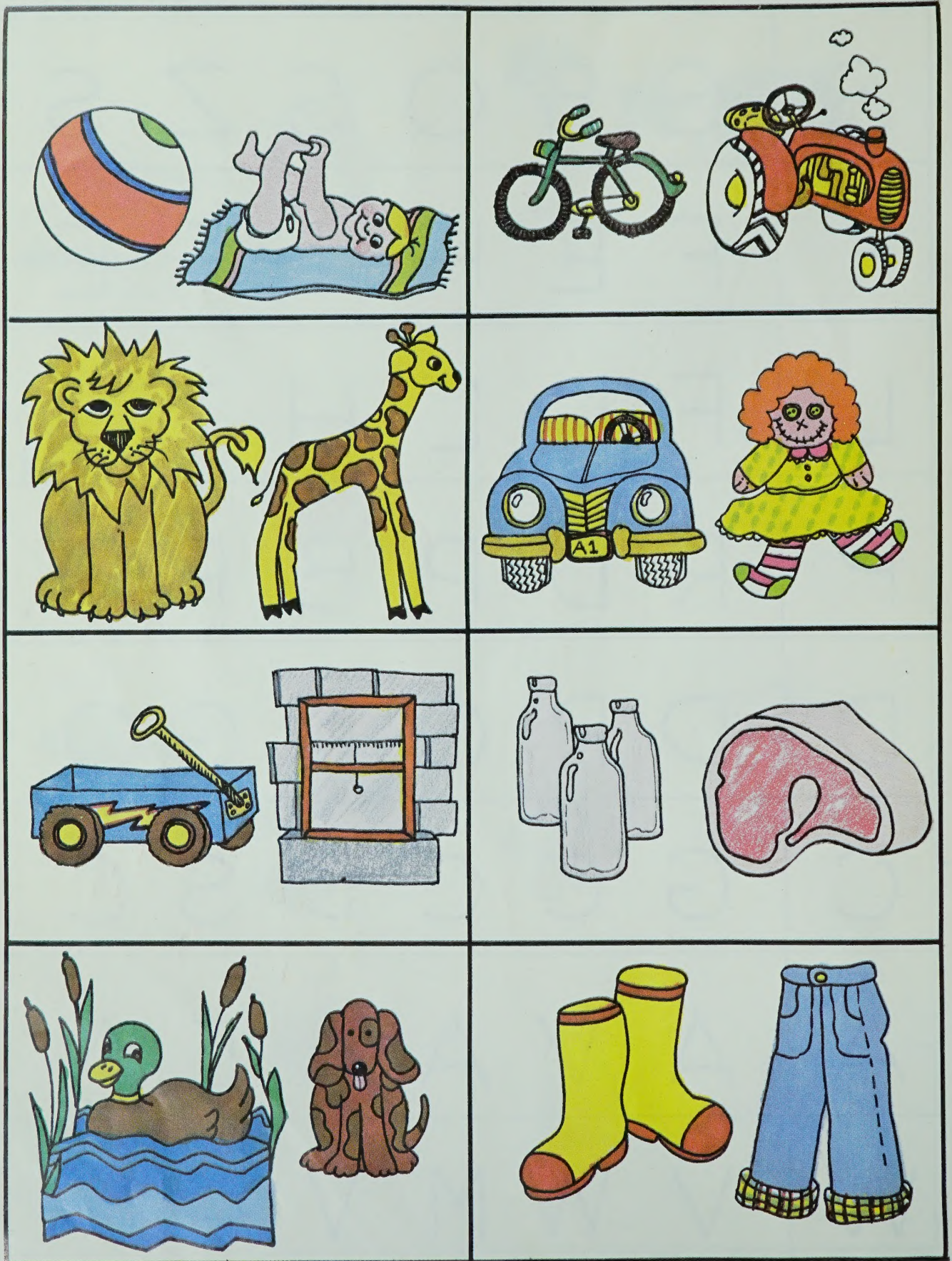
Objective: Discriminate beginning sounds

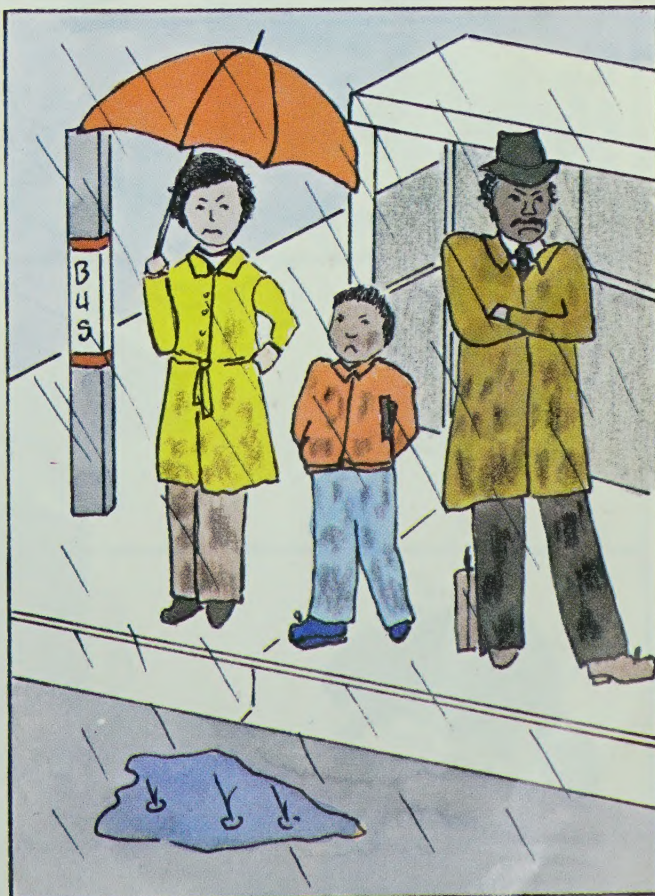
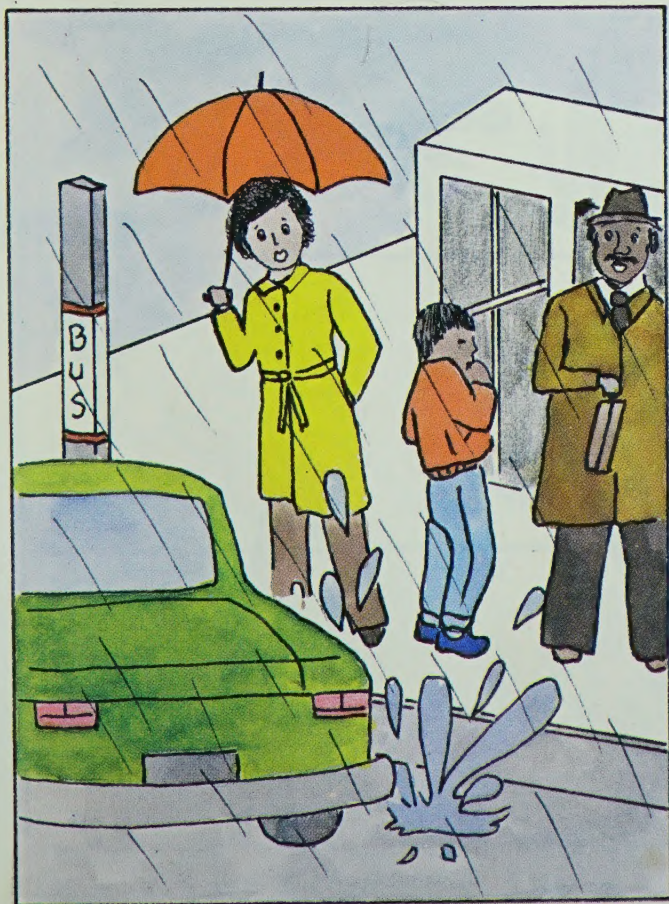
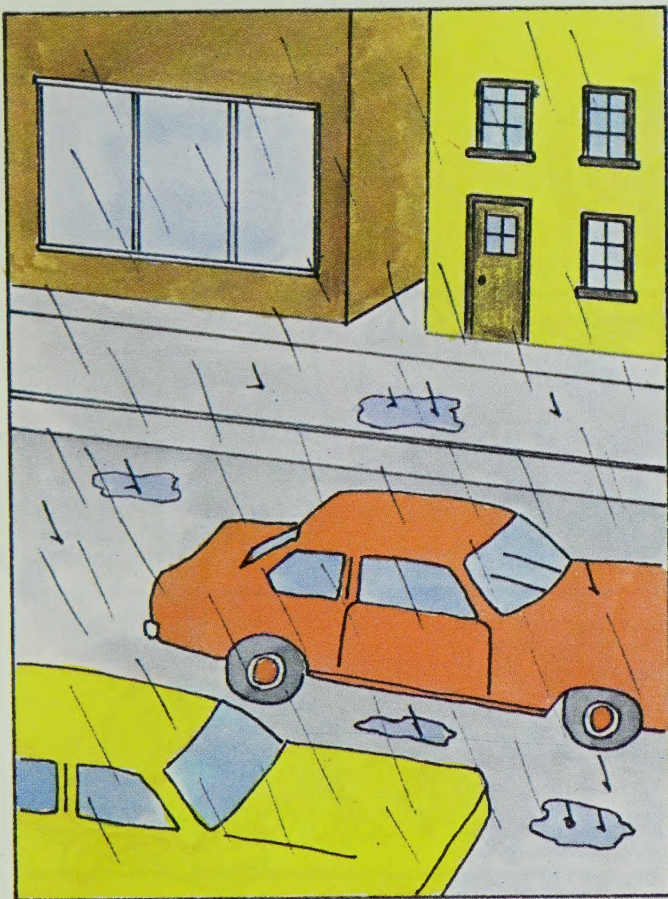
Directions: Pupils name the foods in each box and circle pairs of pictures whose names begin with the same sound.

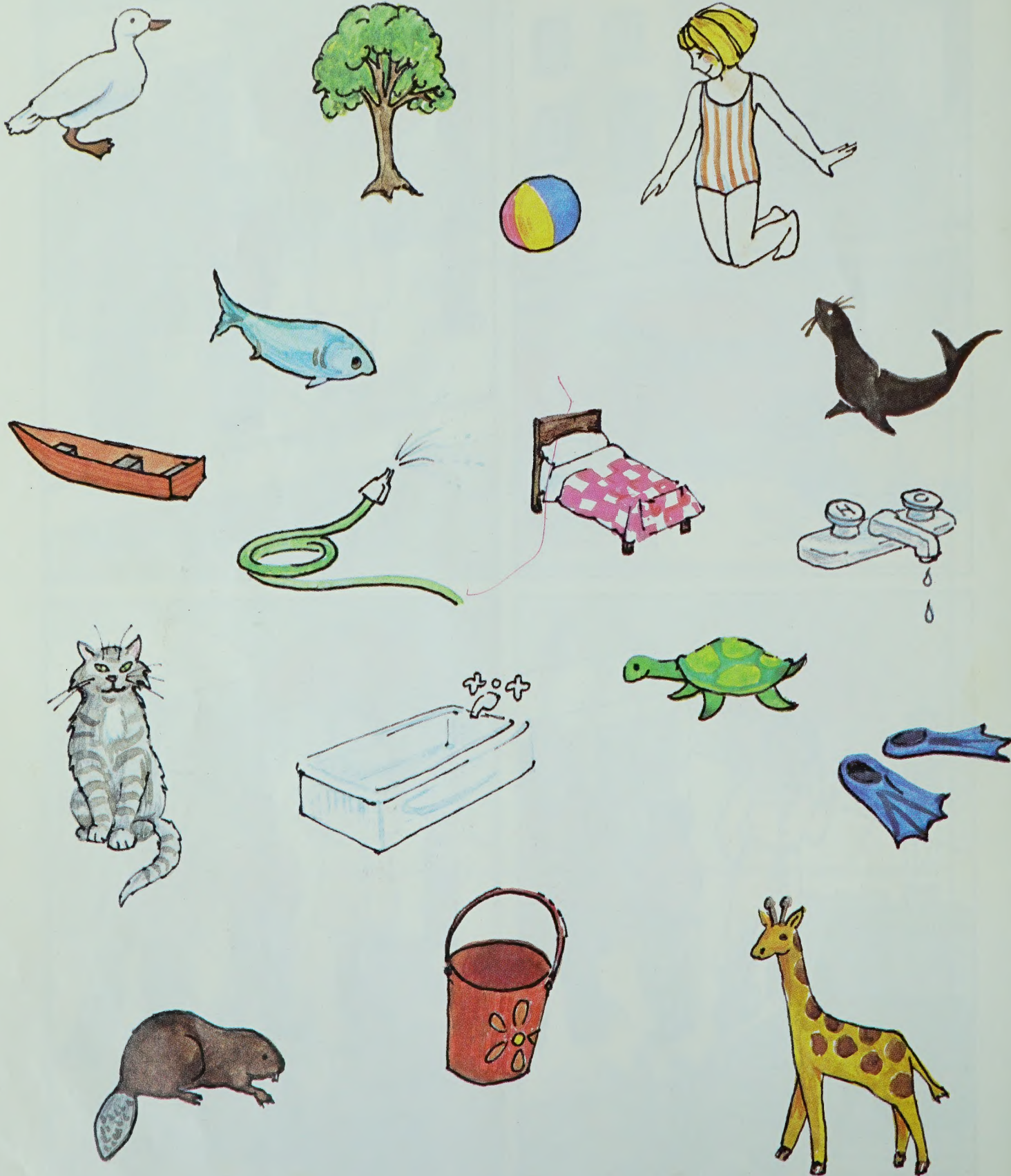
S	S B Q S Z S
F	F E H I F E
L	F L L H T L
P	R D P B P P
D	D R C D G O
C	G C C D S C
A	A V A A E A
W	V W M V A W

Objective: Discriminate letter forms

Directions: Pupils study the form of the first letter in each row; then circle each letter in the row that is the same.

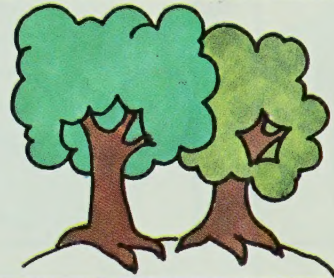
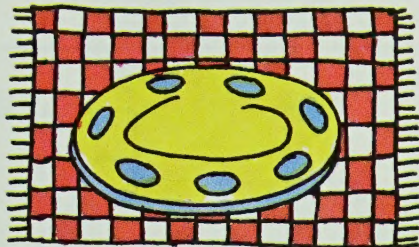
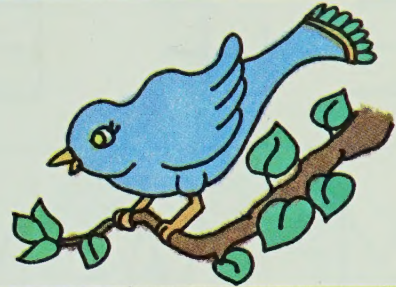
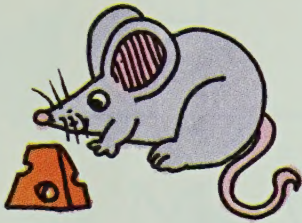
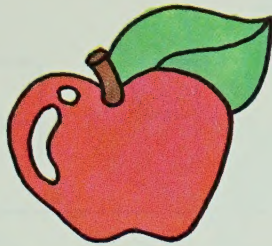






Objective: Classify; follow directions

Directions: Pupils circle pictures of things that live in the water; put an x on pictures of things that water comes out of; underline pictures of things that hold water.



Objective: Recognize rhyme










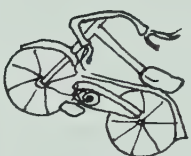
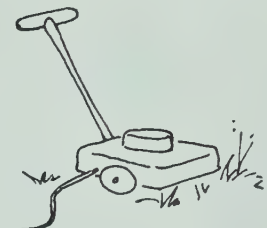






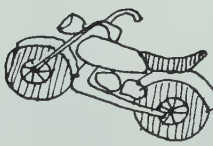






Directions: In each row, pupils put an x on the two pictures whose names rhyme.

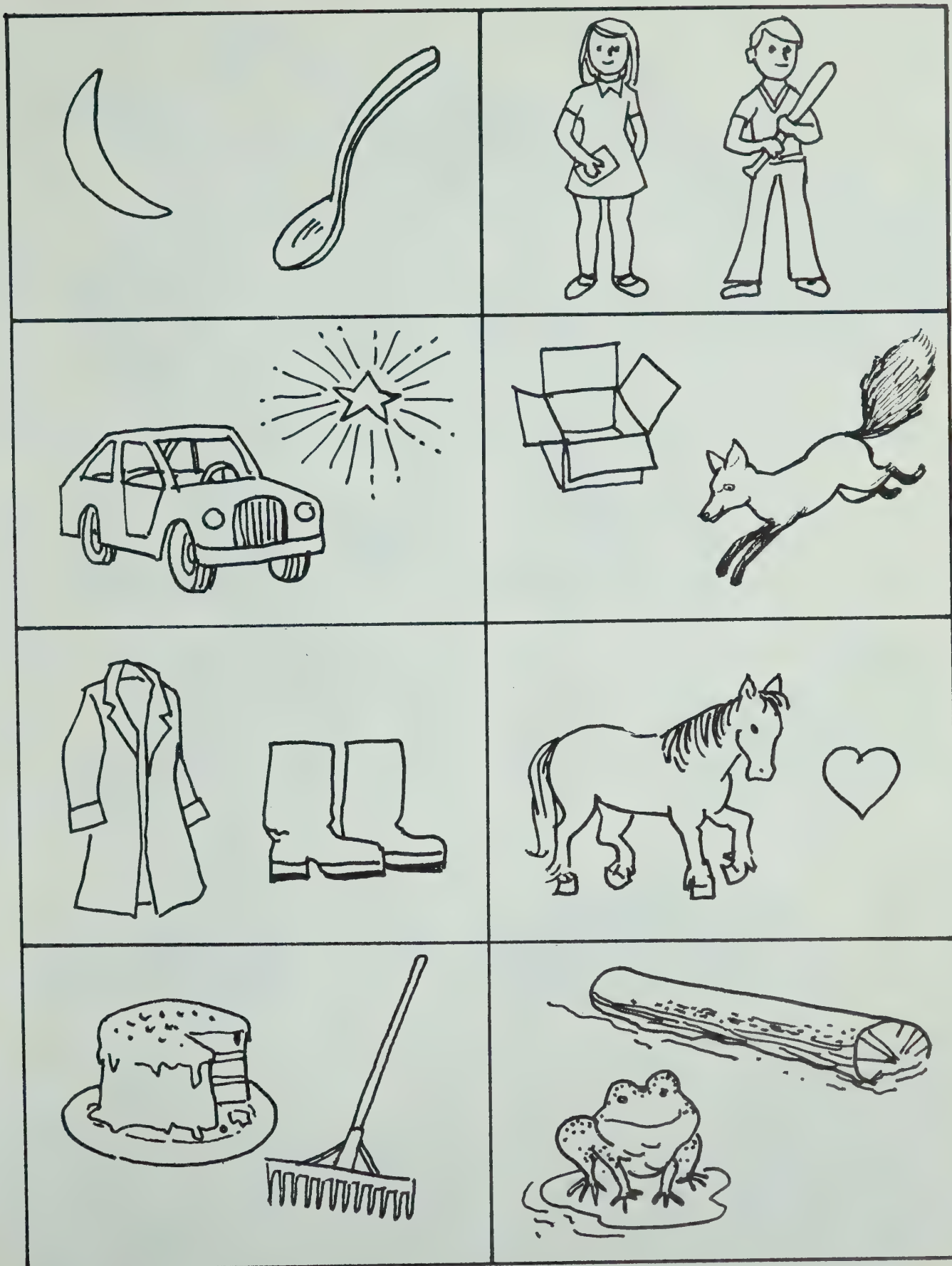
R	B R P R D R
E	F E H F T E
M	W N M Z W M
T	T L T F T L
g	p g b p b d g
a	e o a c a a e
h	h k h l d h h
n	u o m n w u n



Objective: Classify

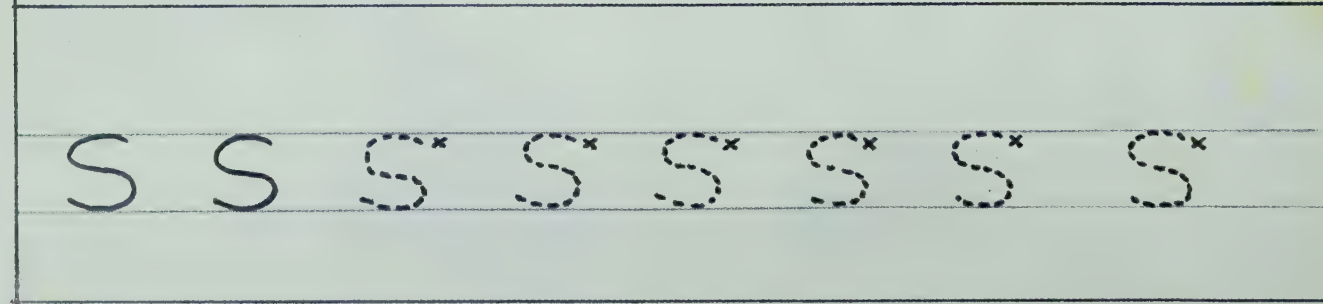
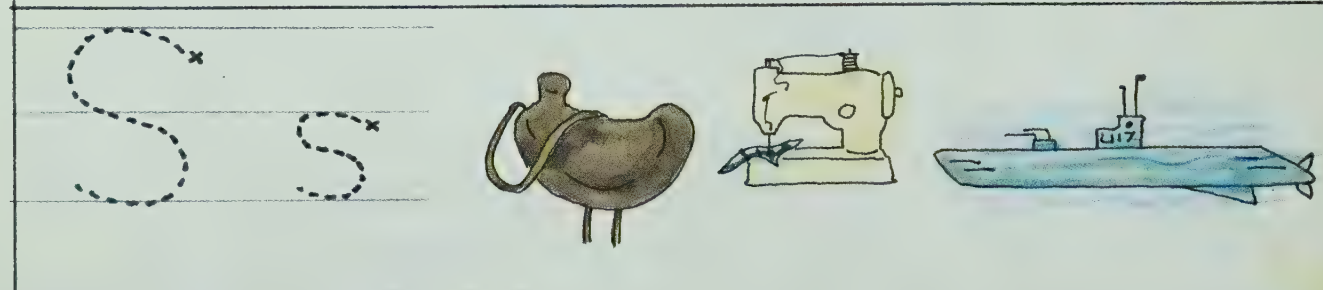
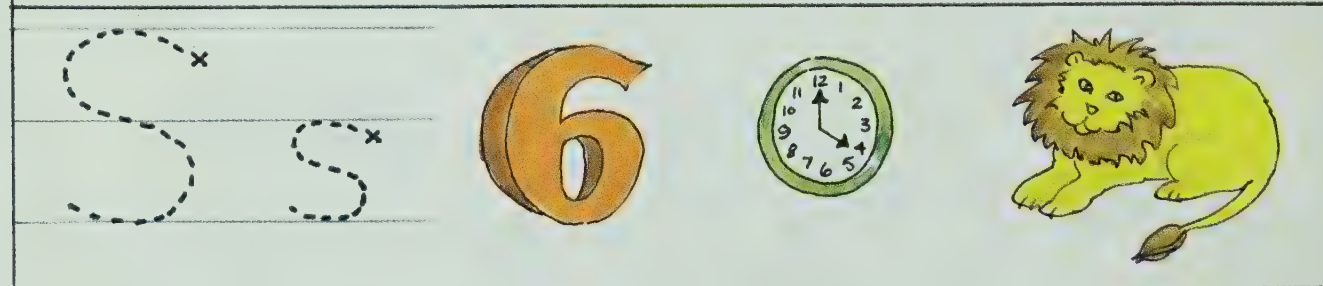
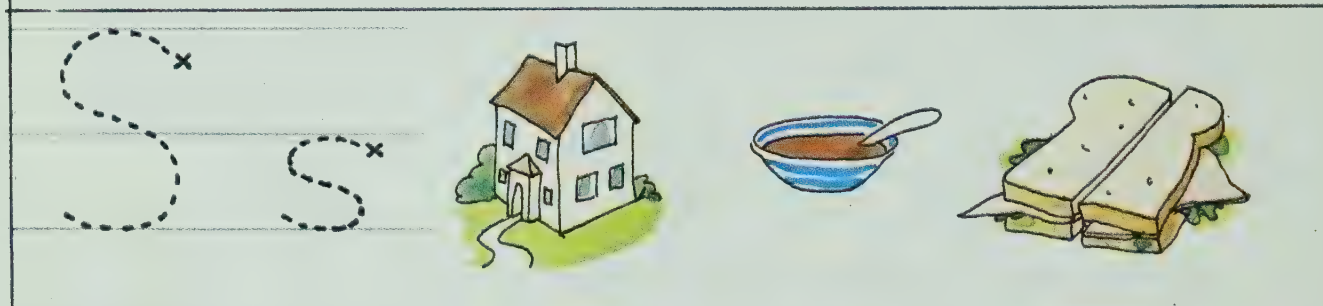
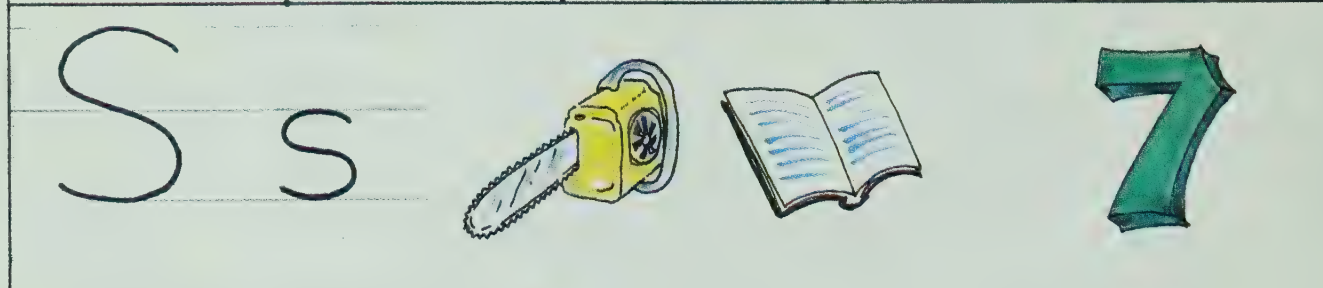
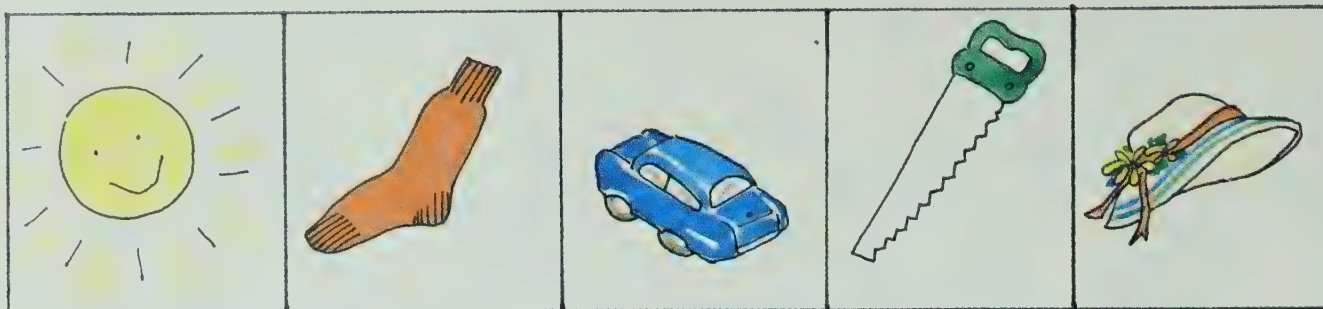
Directions: Pupils color the pictures of things that are real.

	I like   
	I like   
	I like   
	I like   
	I like   
	I like   

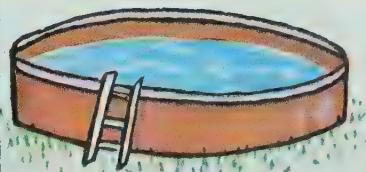
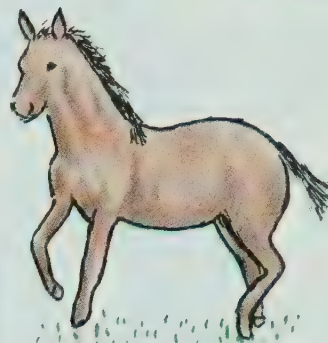


Objective: Recognize rhyme

Directions: Pupils color the pairs of pictures whose names rhyme.



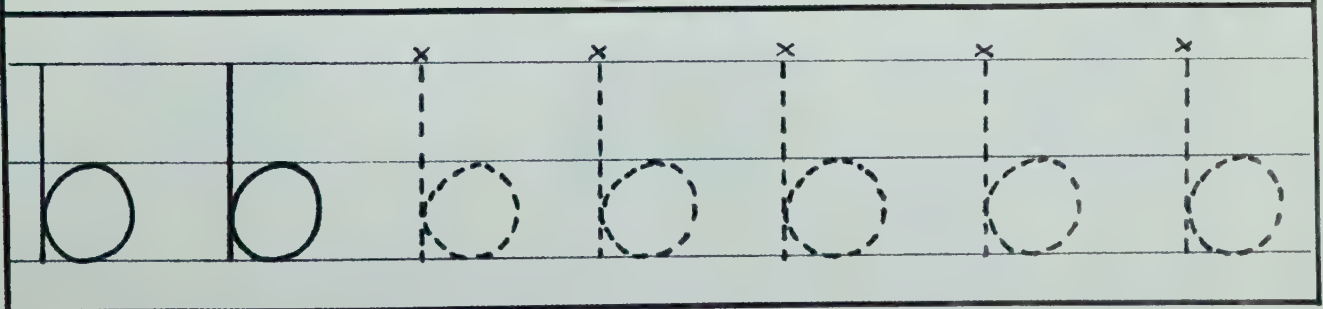
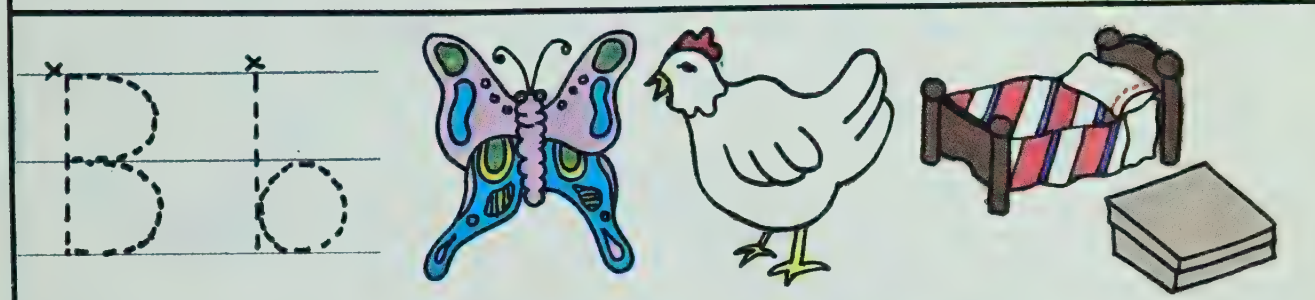
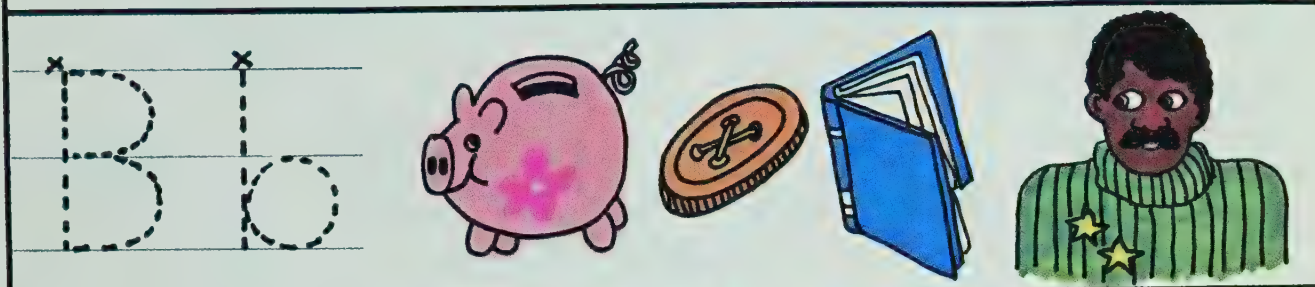
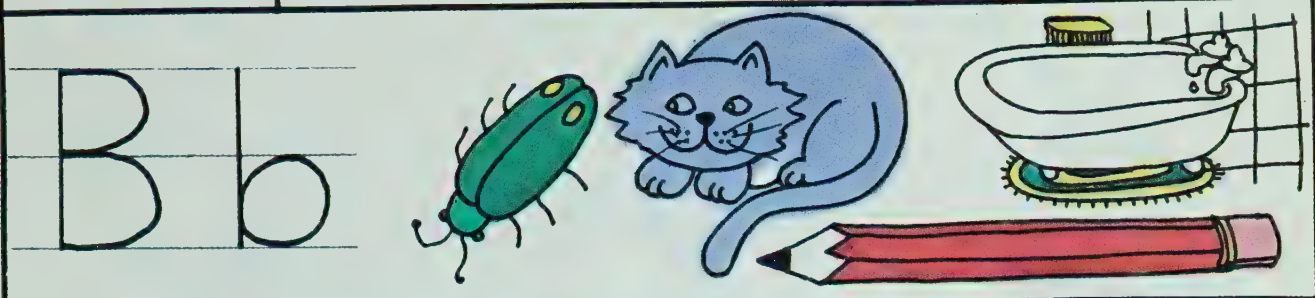
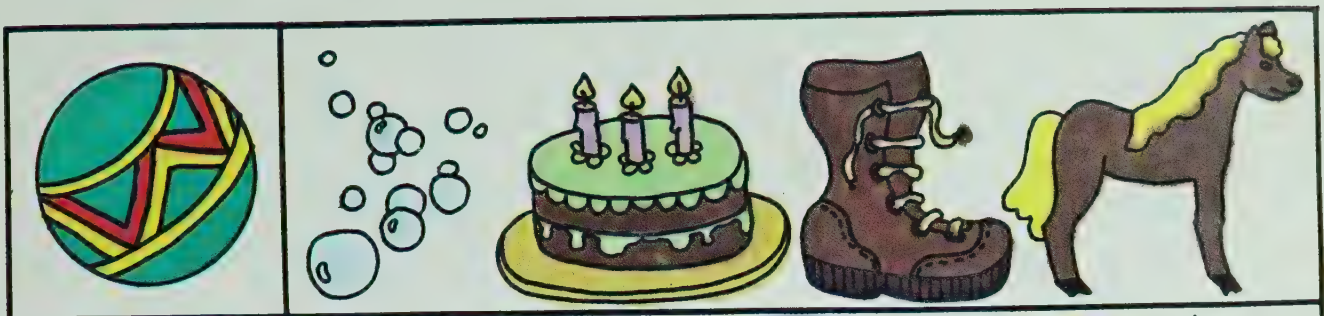
I like to go.



Objective: Make inferences

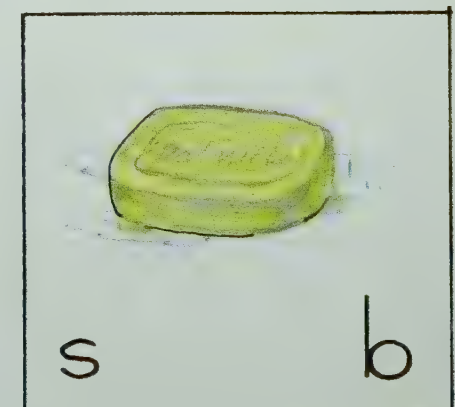
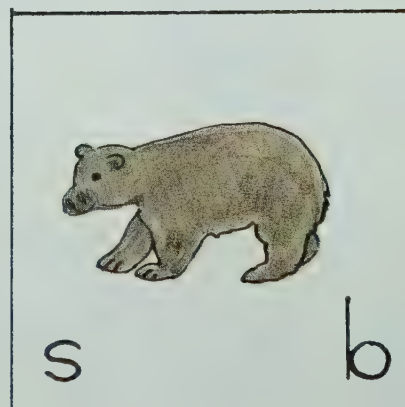
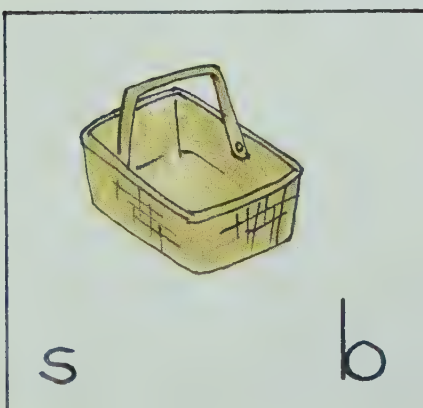
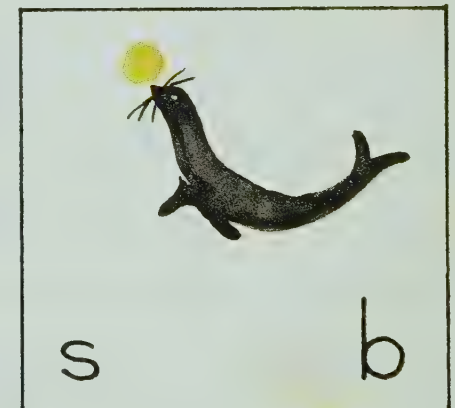
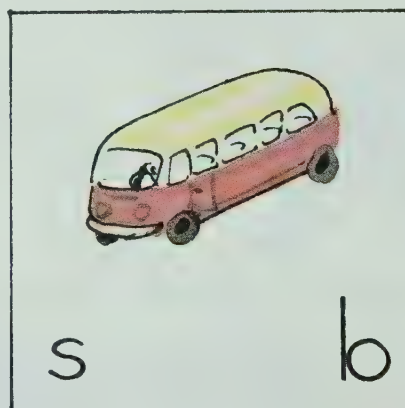
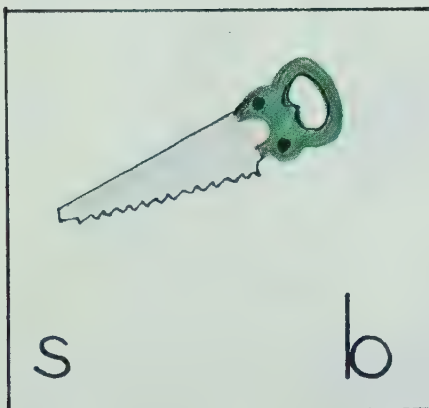
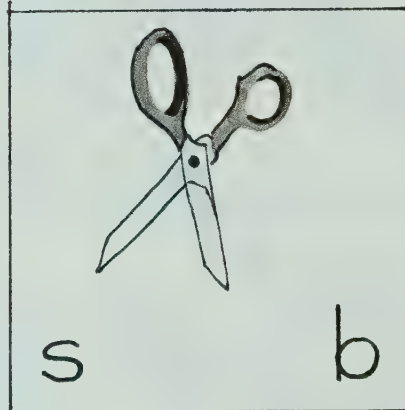
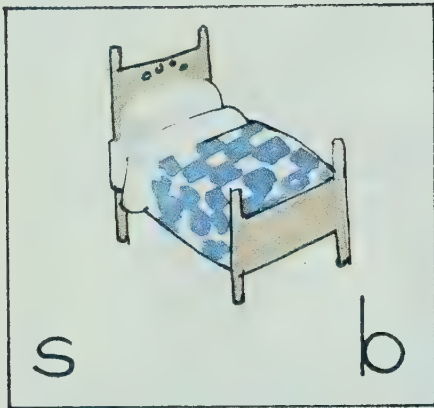
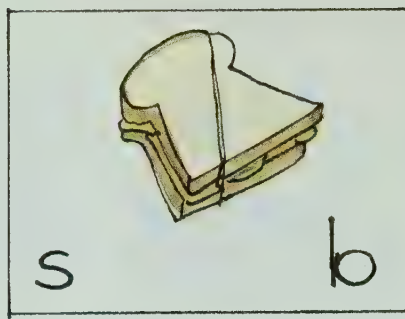
Directions: Read the sentence to the pupils. Then pupils draw a line from the child to the place he or she is going.

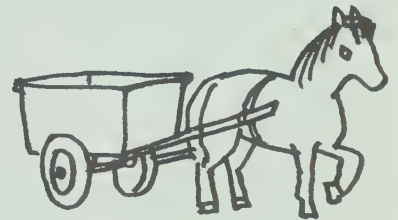
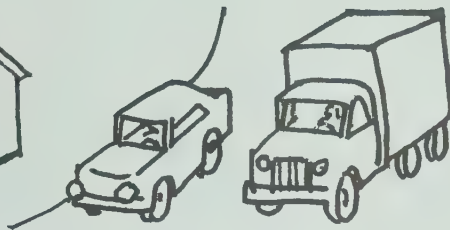
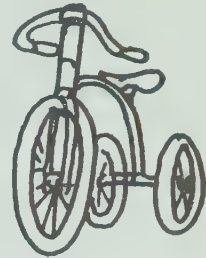
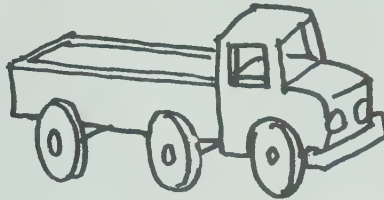
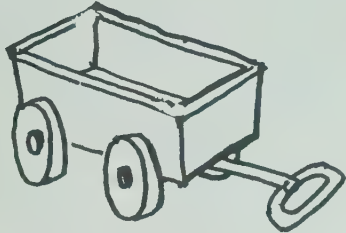
like	like look lake like
go	go go get got go
to	to ten tea to to
can	car can can cat call
ball	ball bat ball but ball
see	see saw see set
fun	fall fun for fun
red	run red red rap



Objective: Write b; associate sound and symbol /b/, b

Directions: Pupils mark the pictures whose names begin with /b/ and trace the letters.

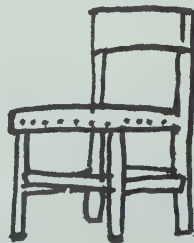
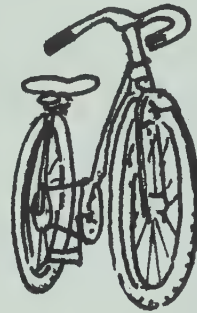
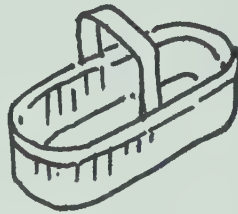
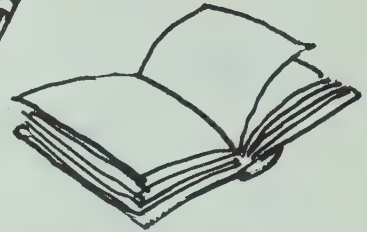




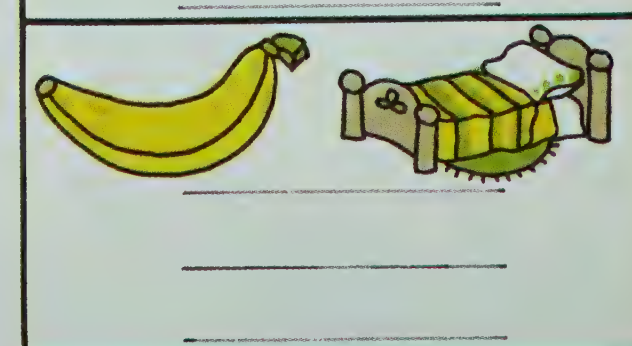
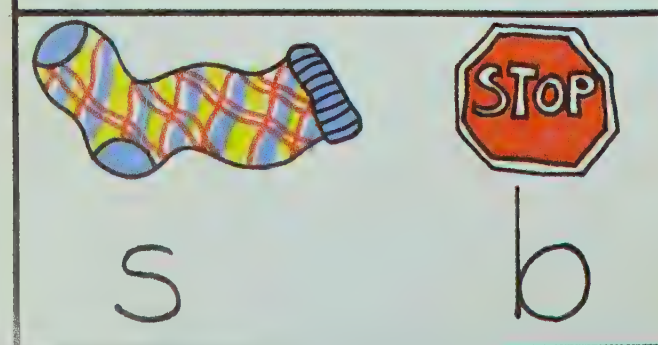
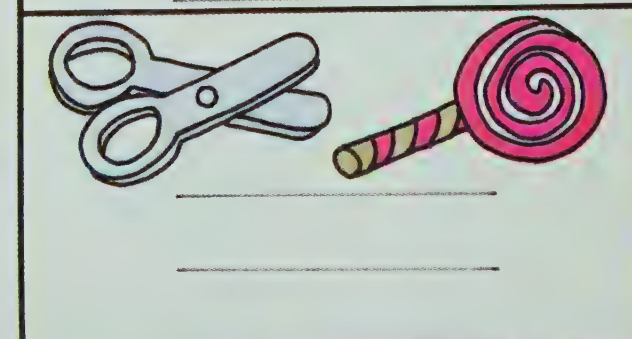
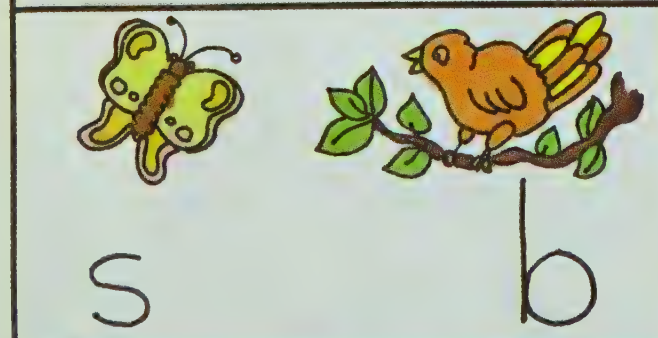
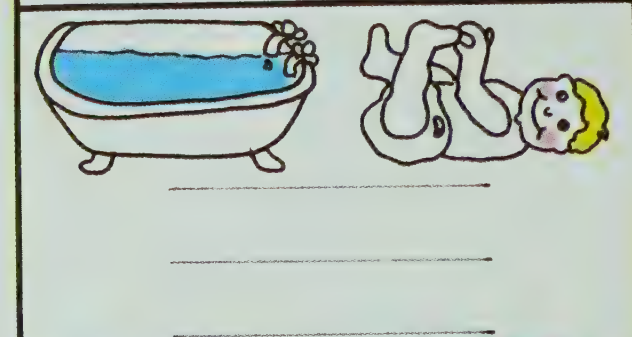
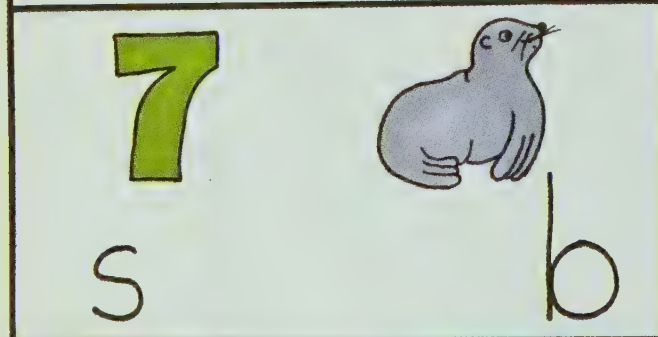
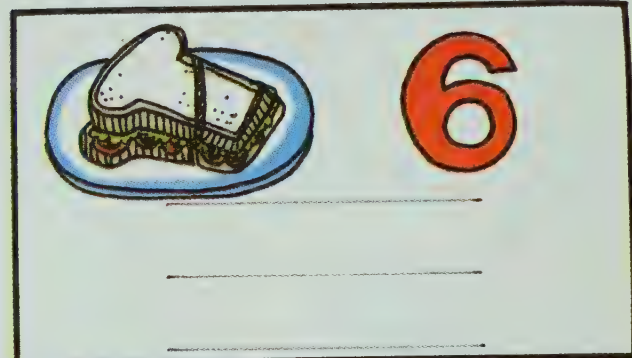
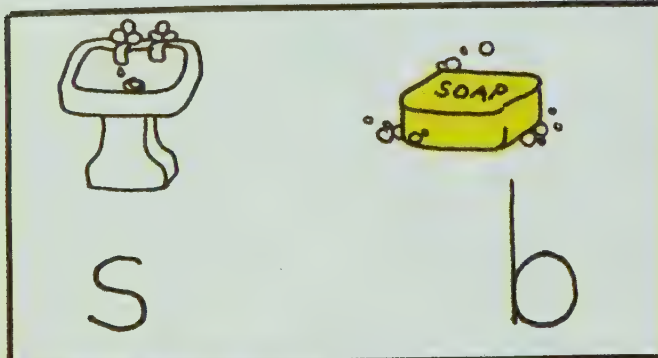
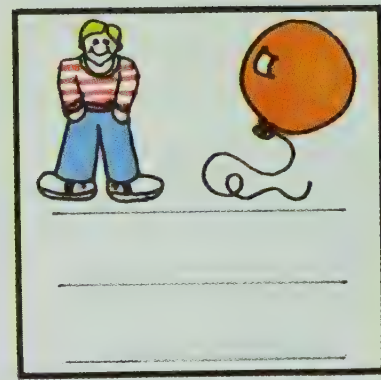
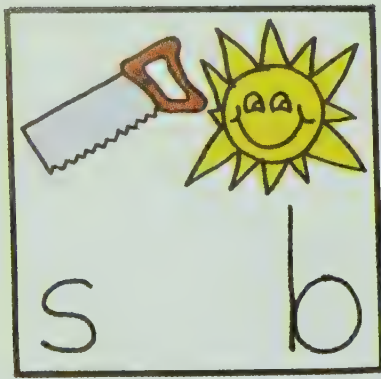
Objective: Follow oral directions

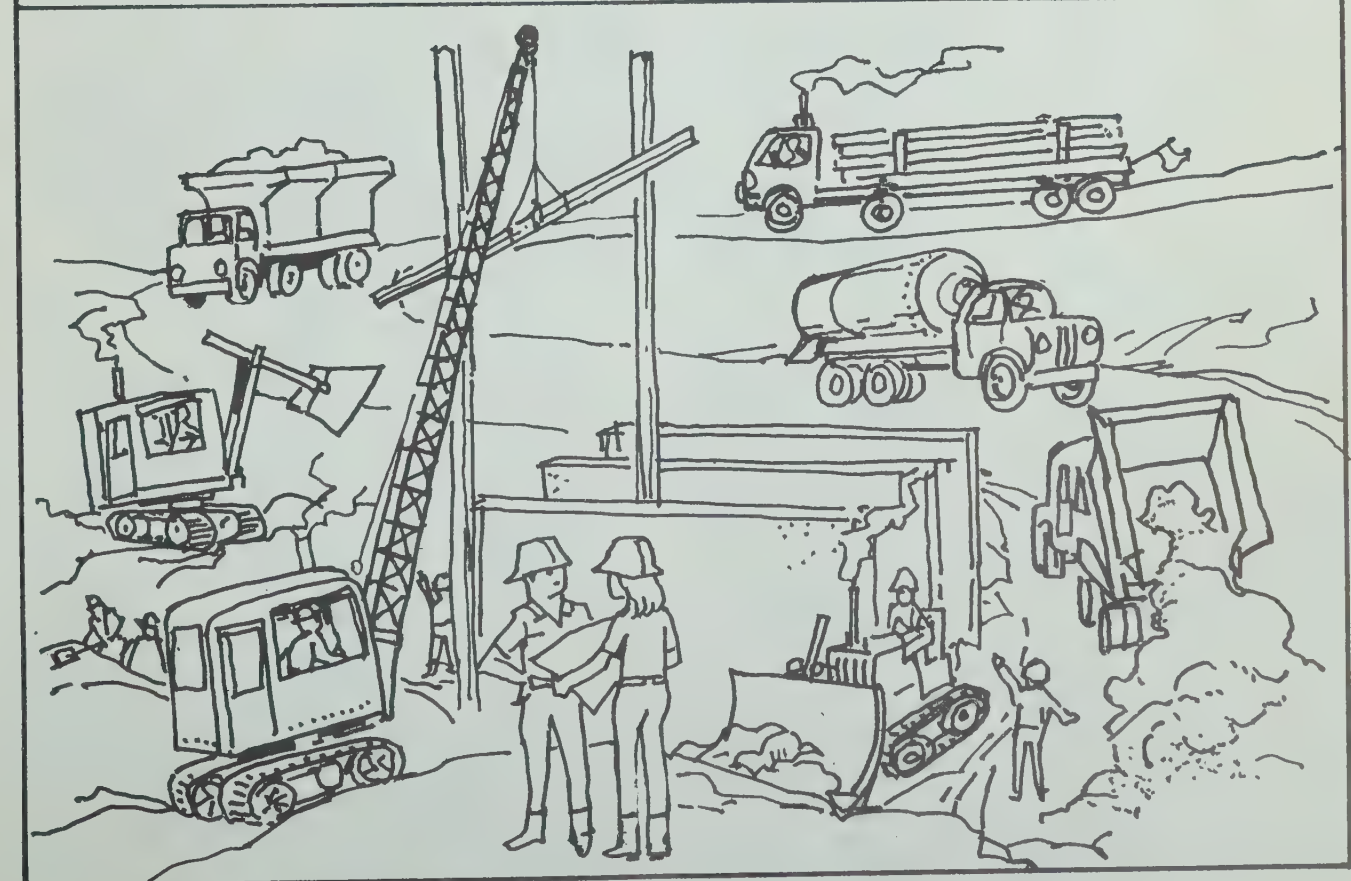
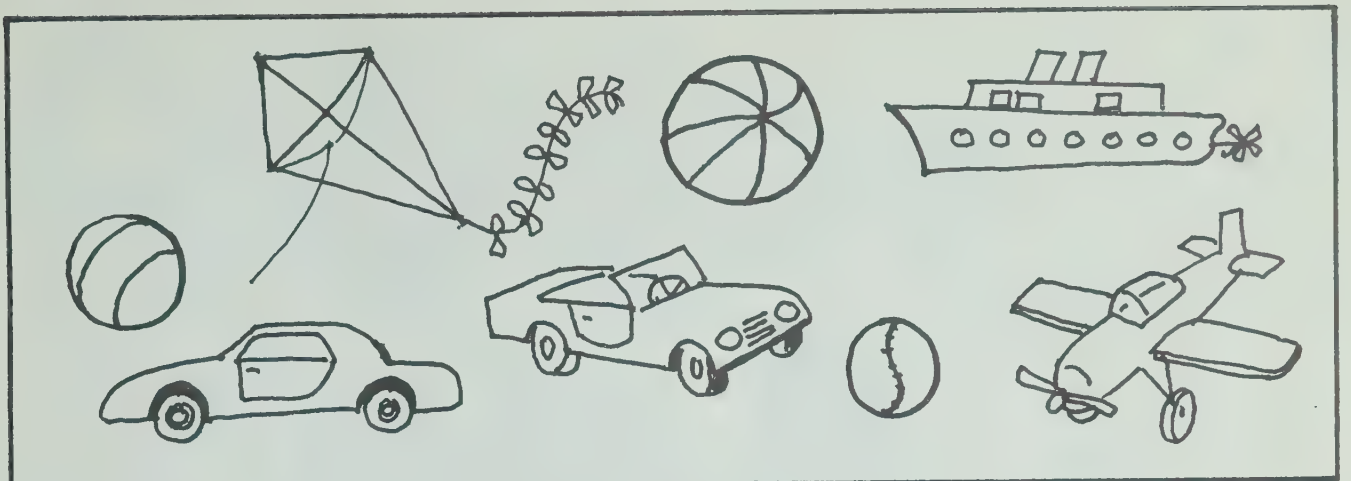
Teacher-Directed Activity: Use page 52, Teacher's Source Book.










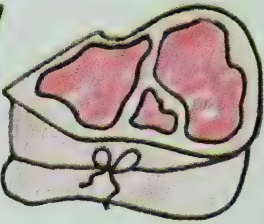




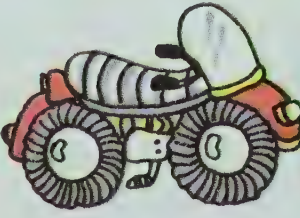



b ball

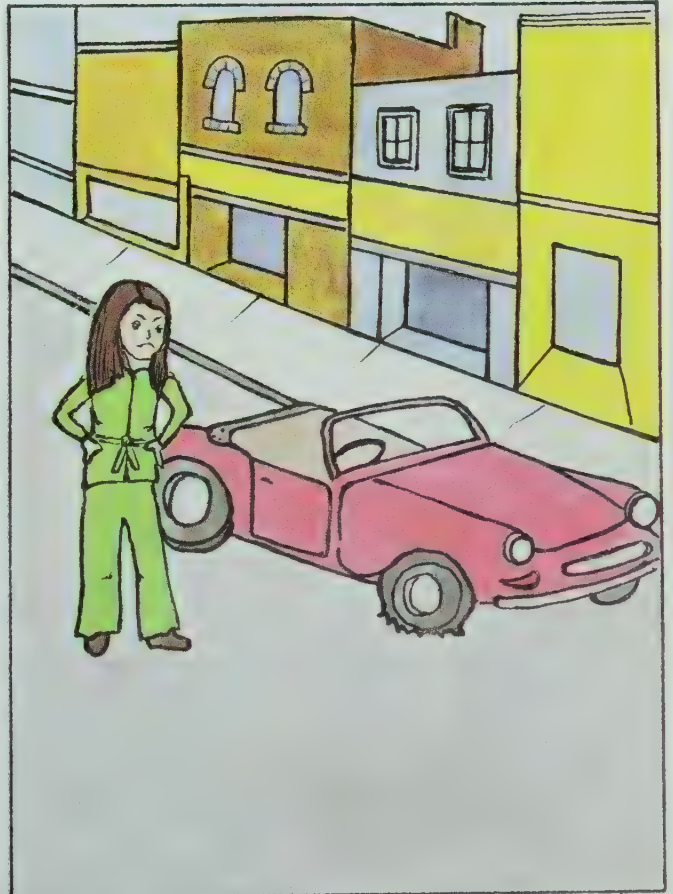
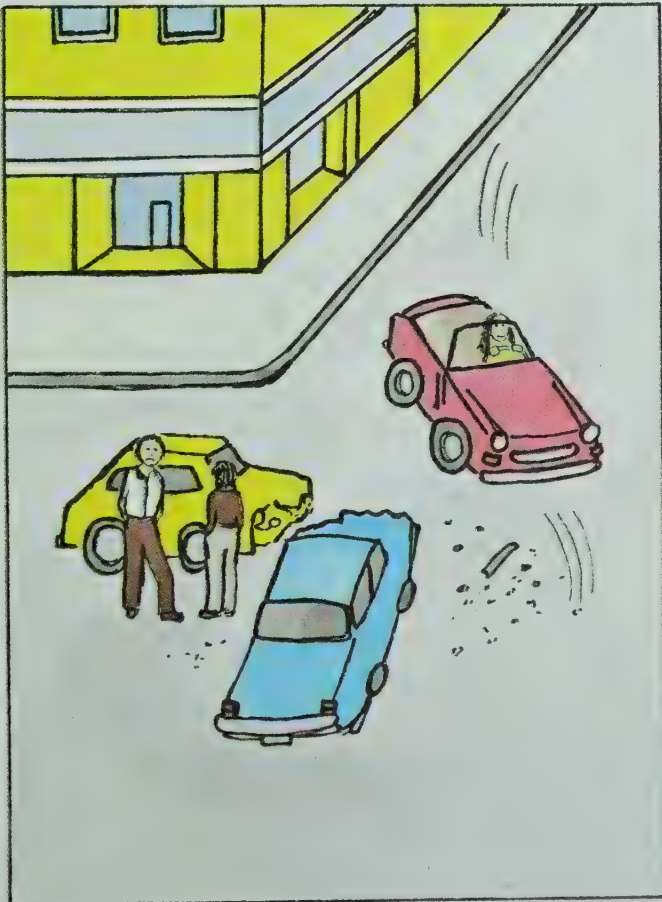
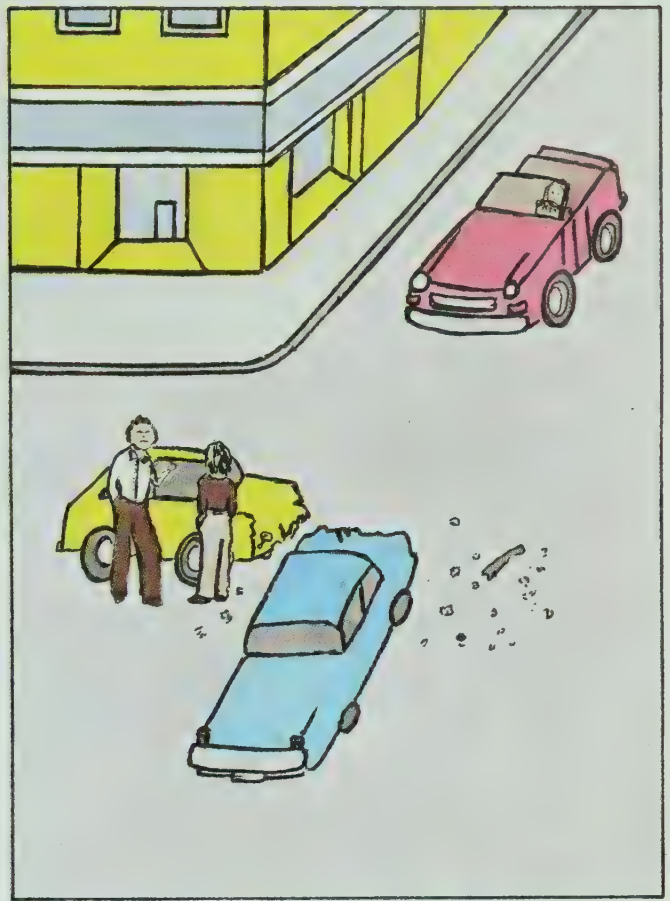
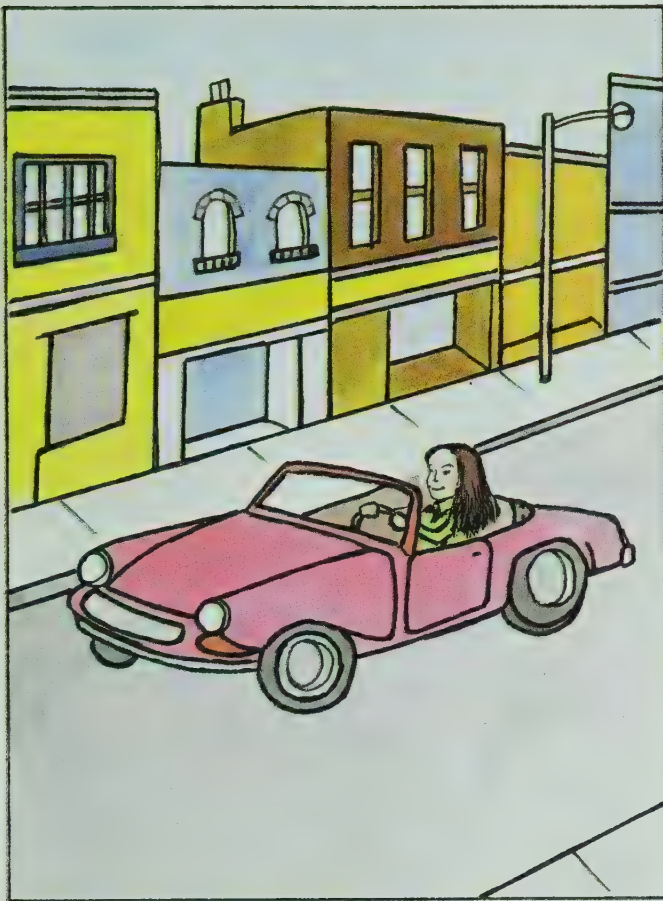








				
<p>M m</p>				
<p>M m</p>				
<p>M m</p>				
<p>M m</p>				
<p>m m m m m m m m</p>				





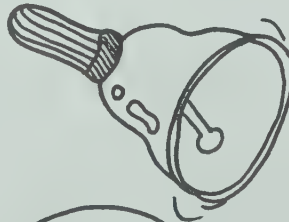
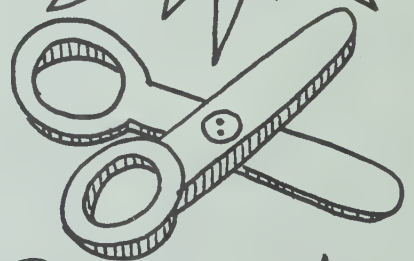
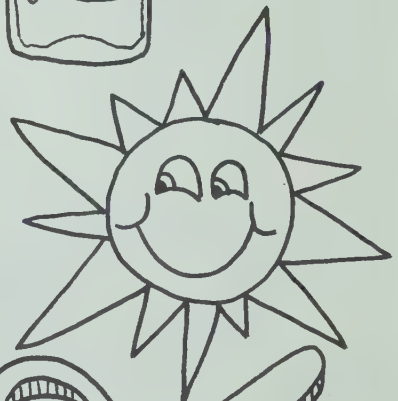
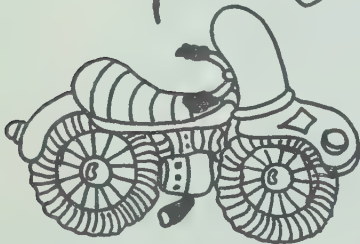
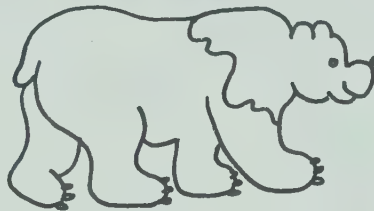
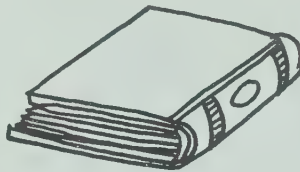
moon



baby



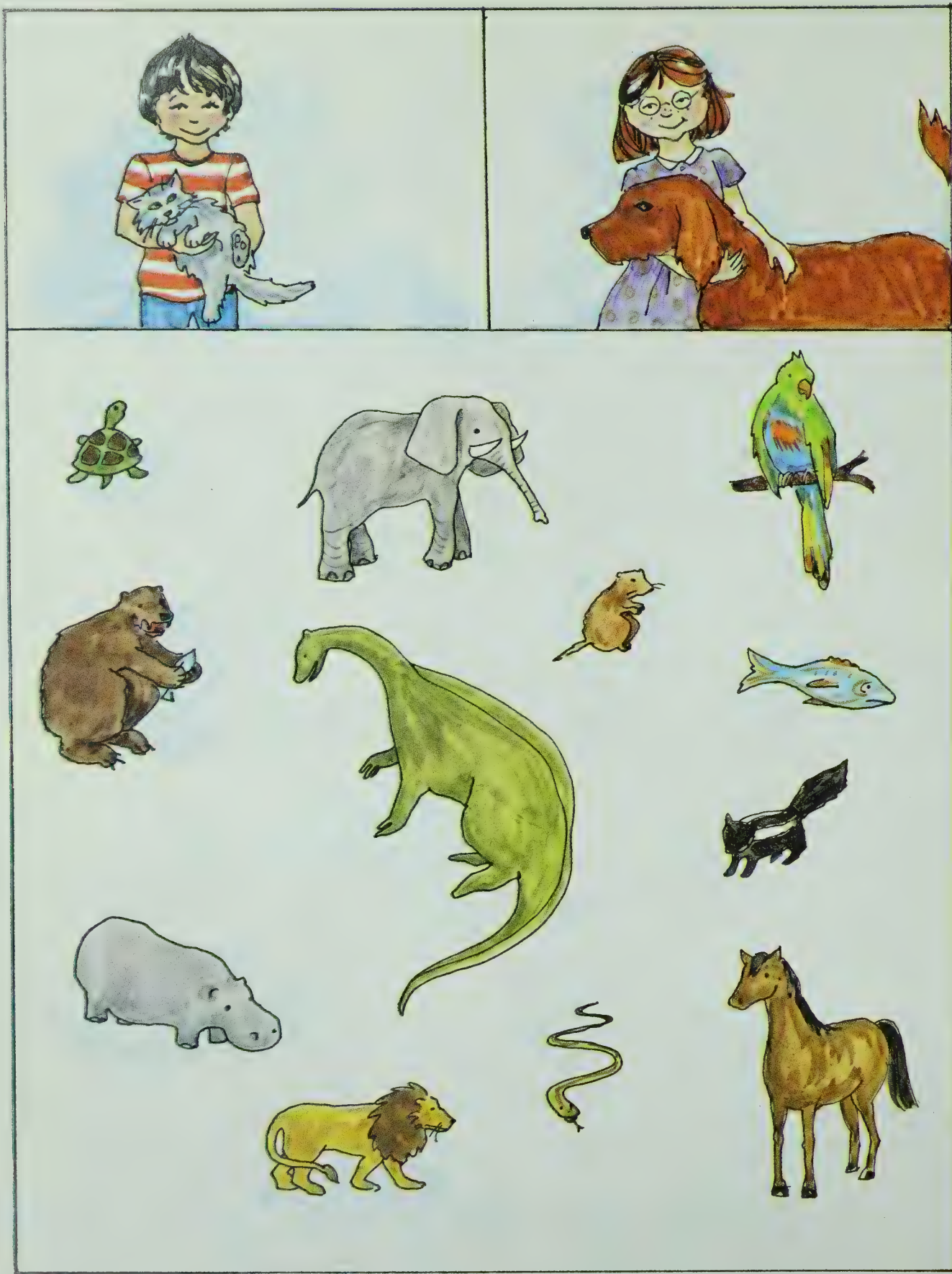
seal





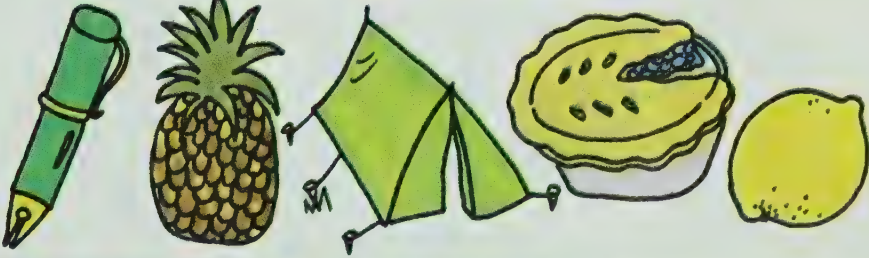



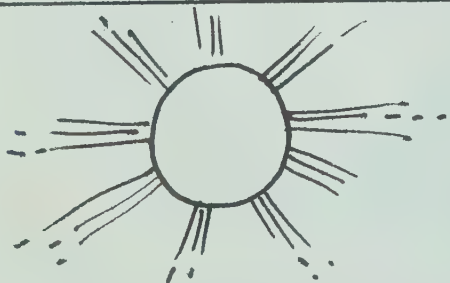
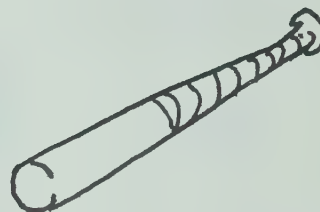
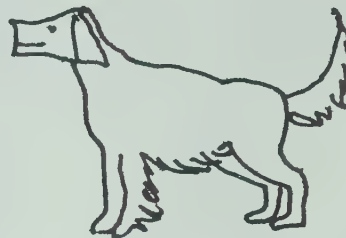
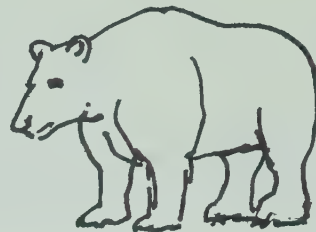
m	Jim must draw a moon.
p	Please pat my pet puppy.
S	Susie sent some scissors. Miss Wilson asks us at school.
b	The baby blew a bubble. Bobby can rub a red pebble.

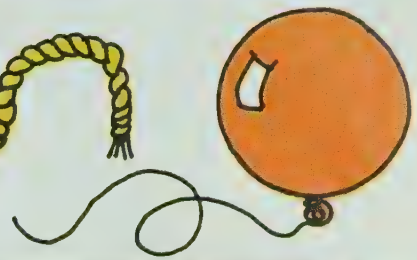
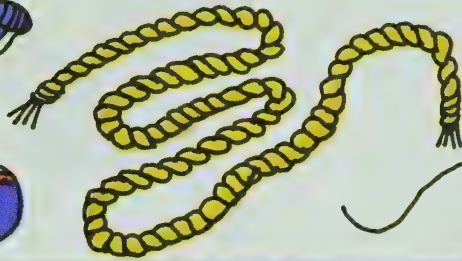
Objective: Discriminate letter forms

Directions: Pupils identify the key letter for each box and then circle it each time it occurs in the sequence of letters or in a sentence.

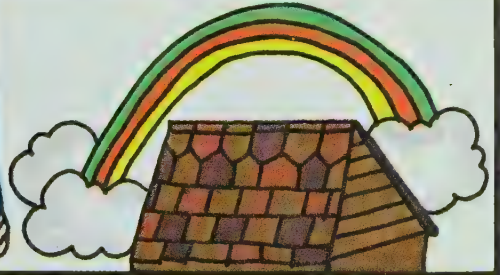


	
<p>P p</p>	
<p>P p</p>	
<p>P p</p>	
<p>P p</p>	
<p>P p P p P p P p P p</p>	

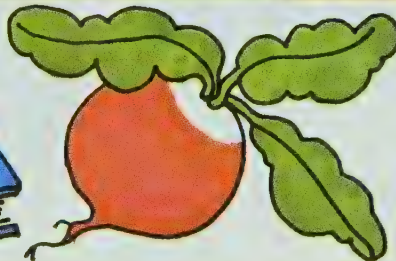
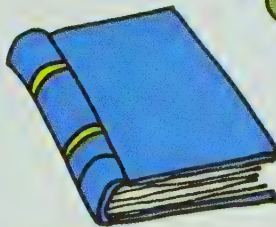




Rr



Rr



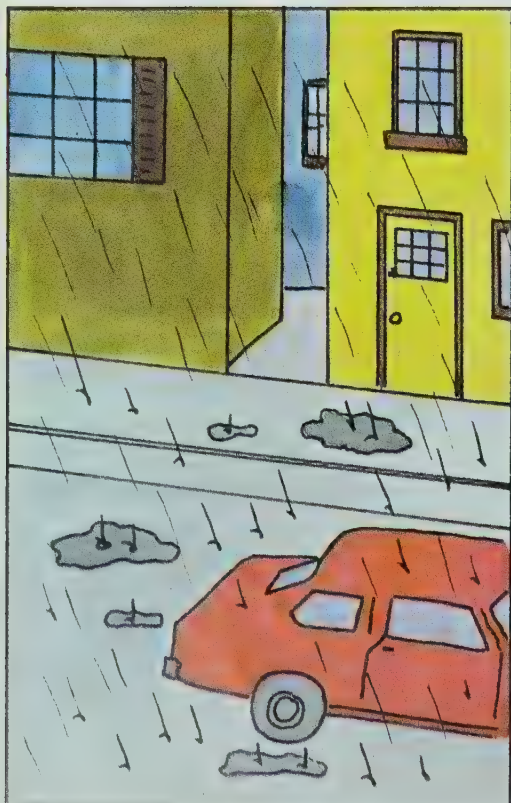
Rr

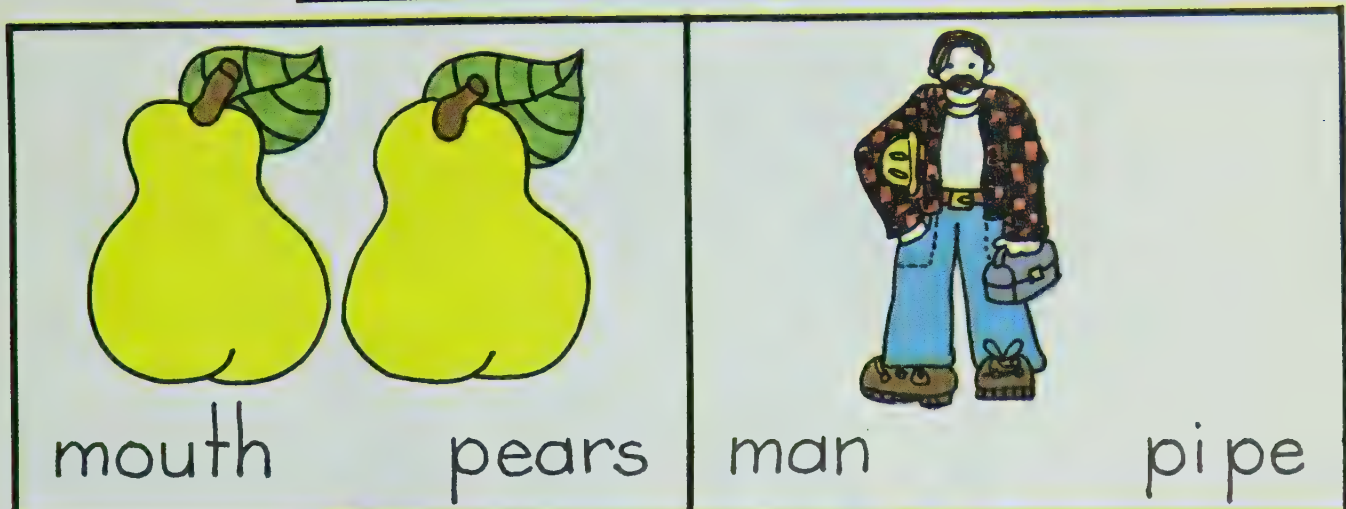


Rr



r r r r r r

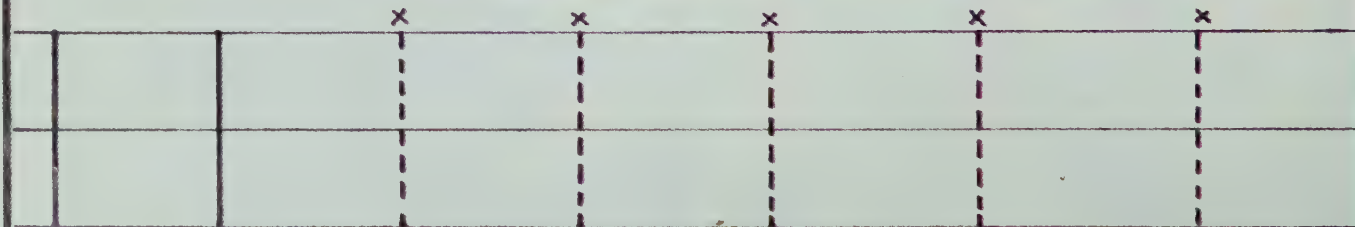
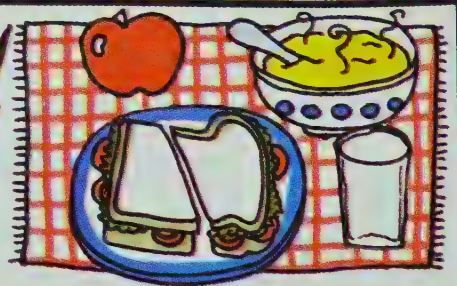
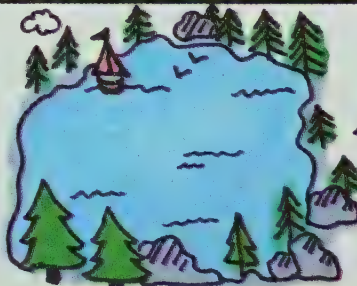
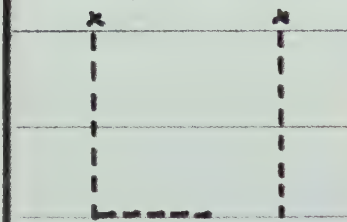
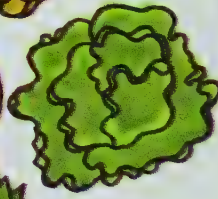
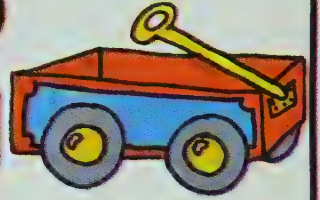
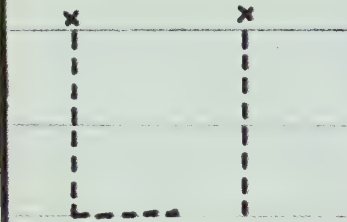
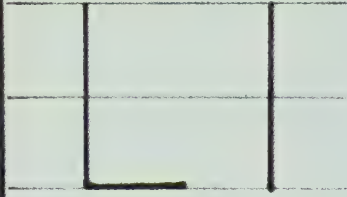
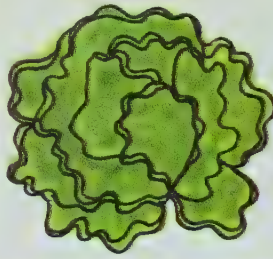




Objective: Associate sound and symbol: /p/, p; /m/, m; apply phonic knowledge

Directions: Pupils identify, and circle, the word that names each picture by

associating the initial sound of the spoken word with the initial letter of the written one.

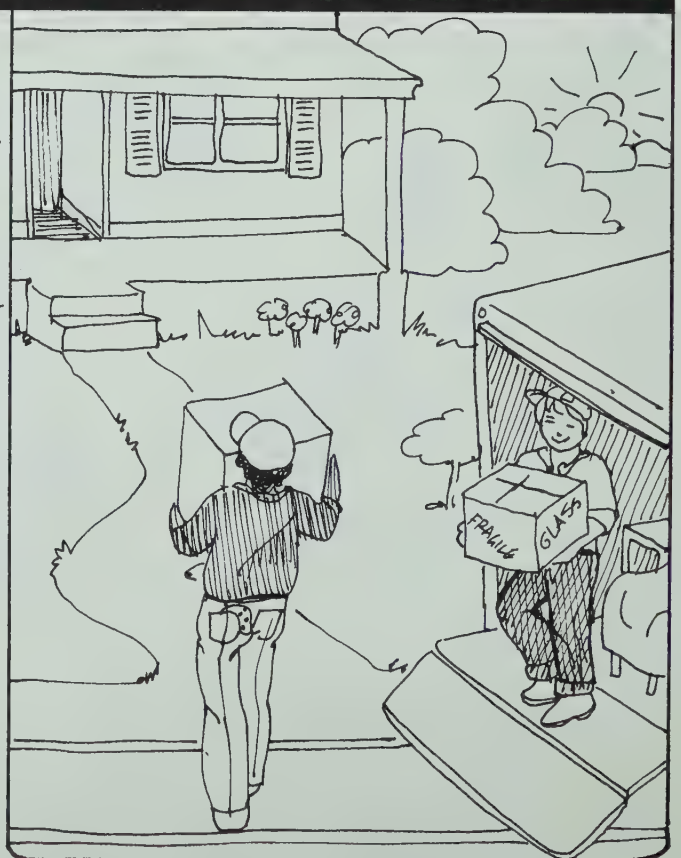
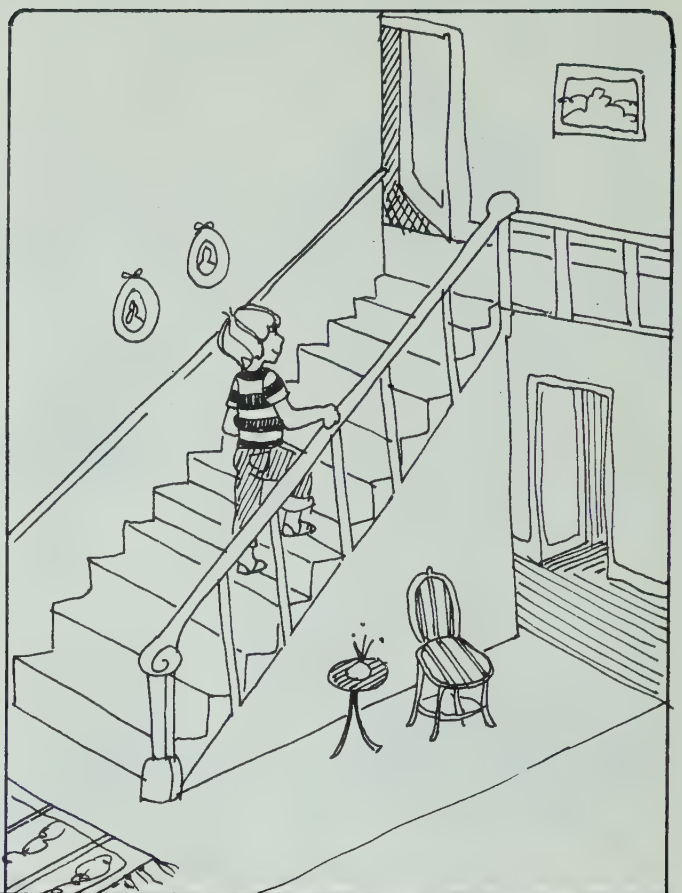


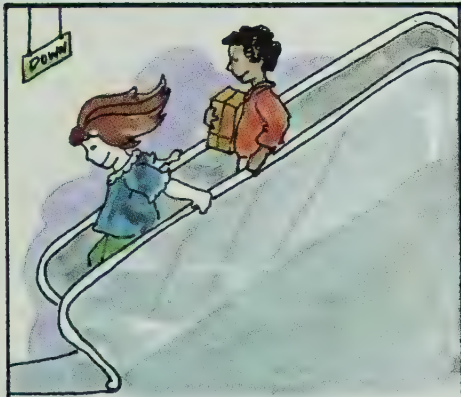
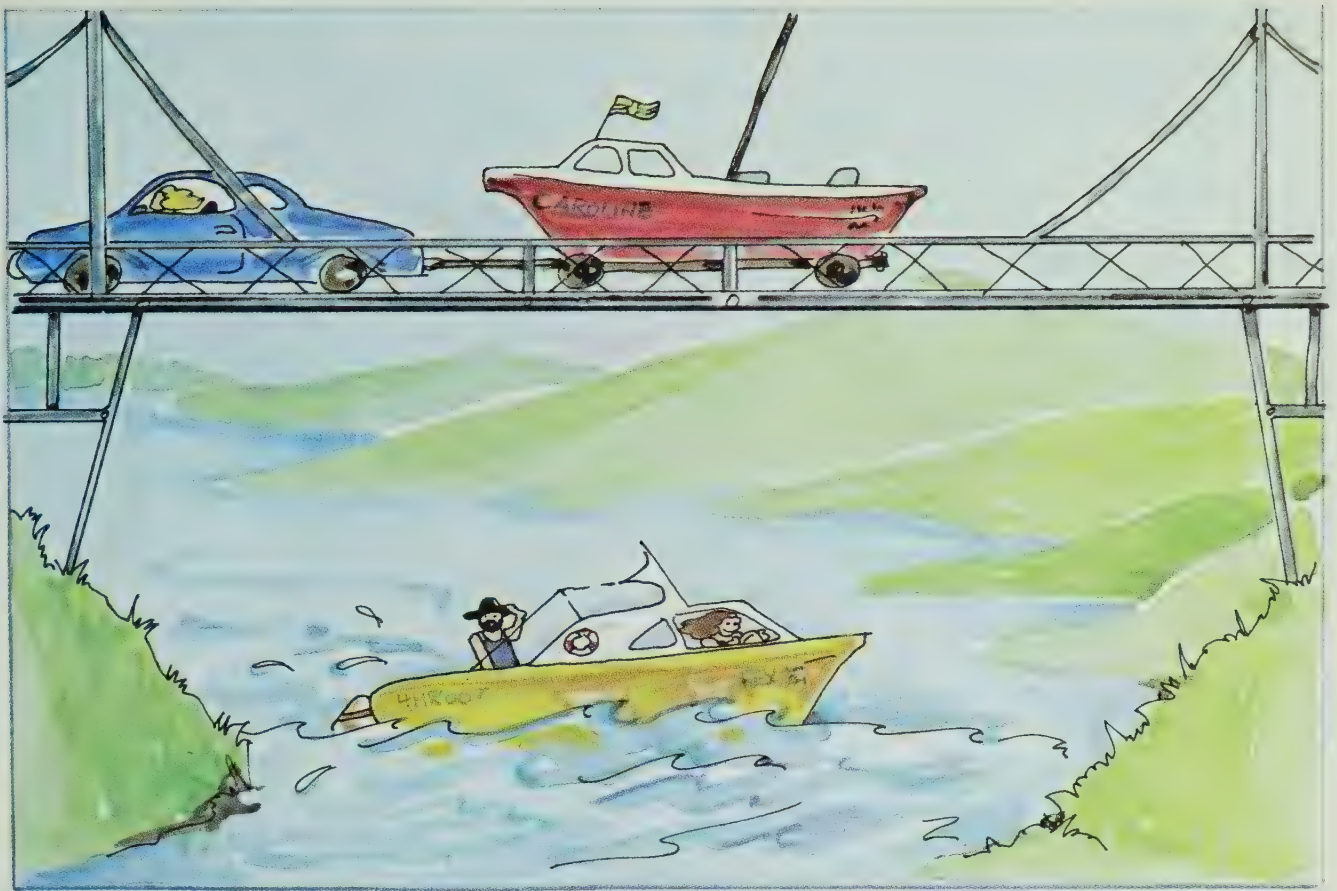
I like lots of things.

I like

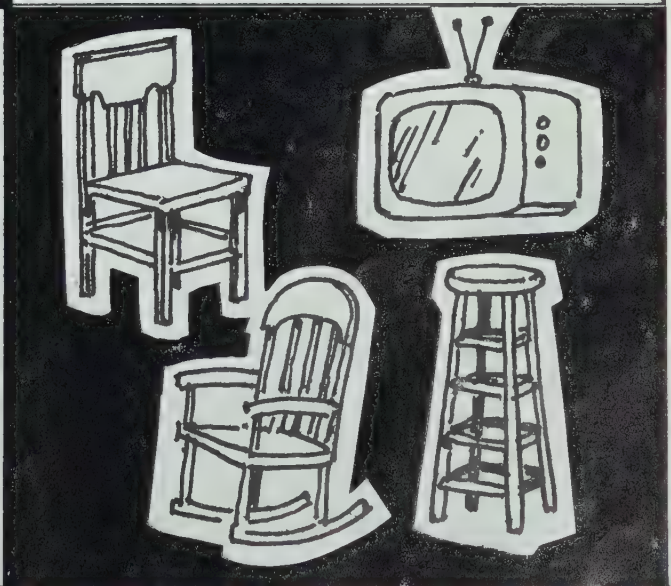
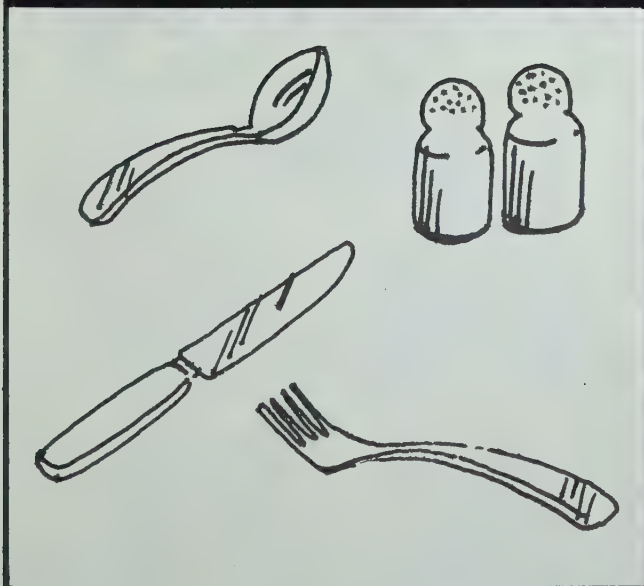
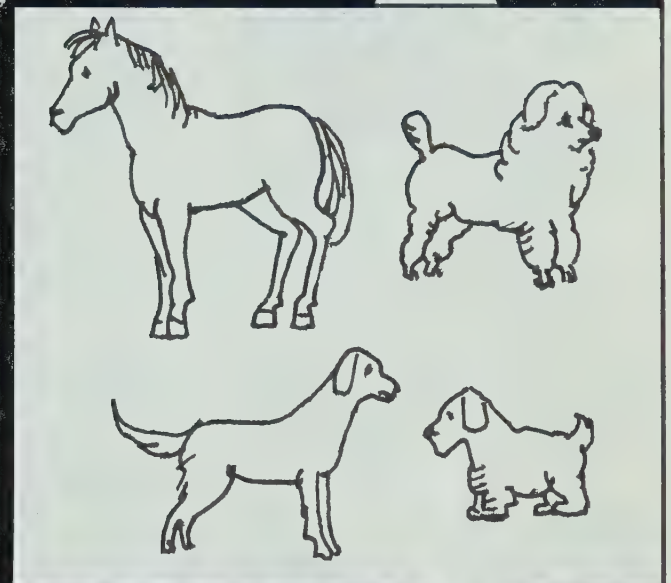
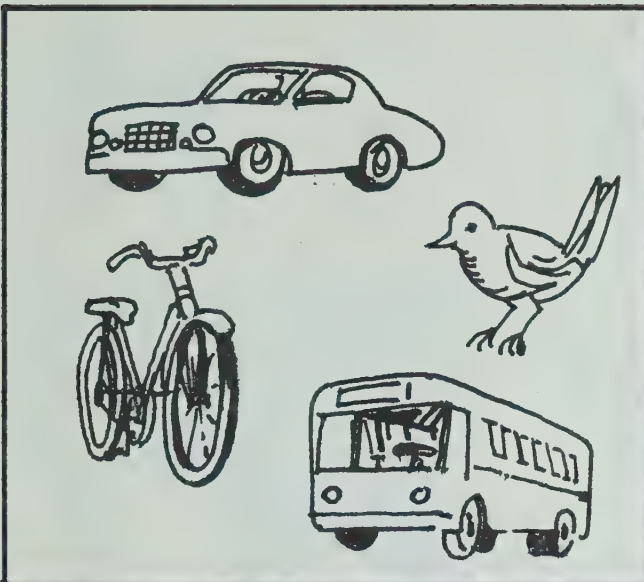
I like

I like



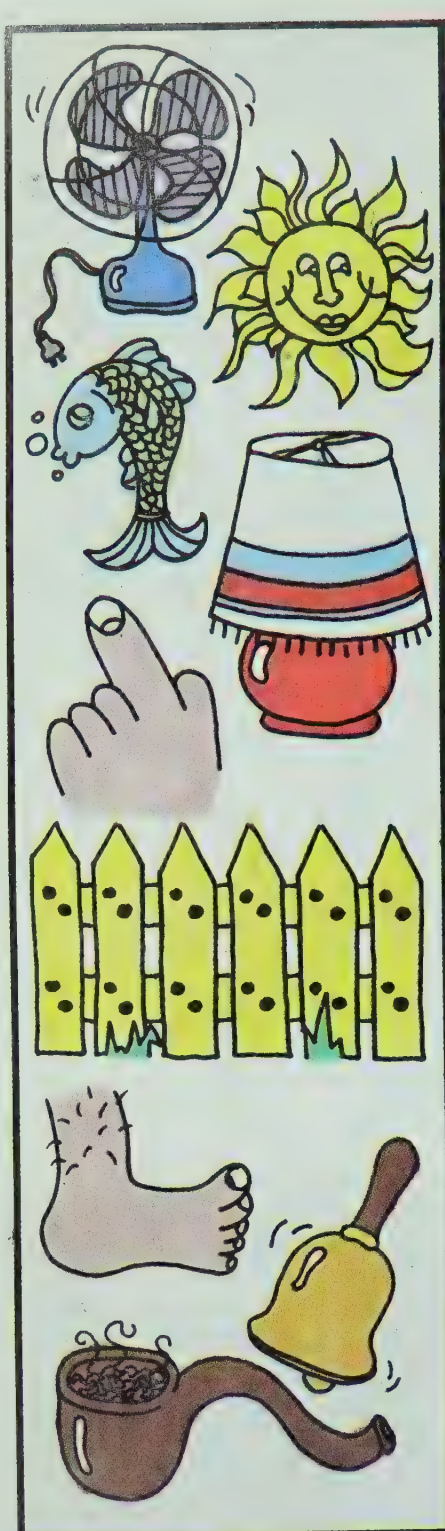
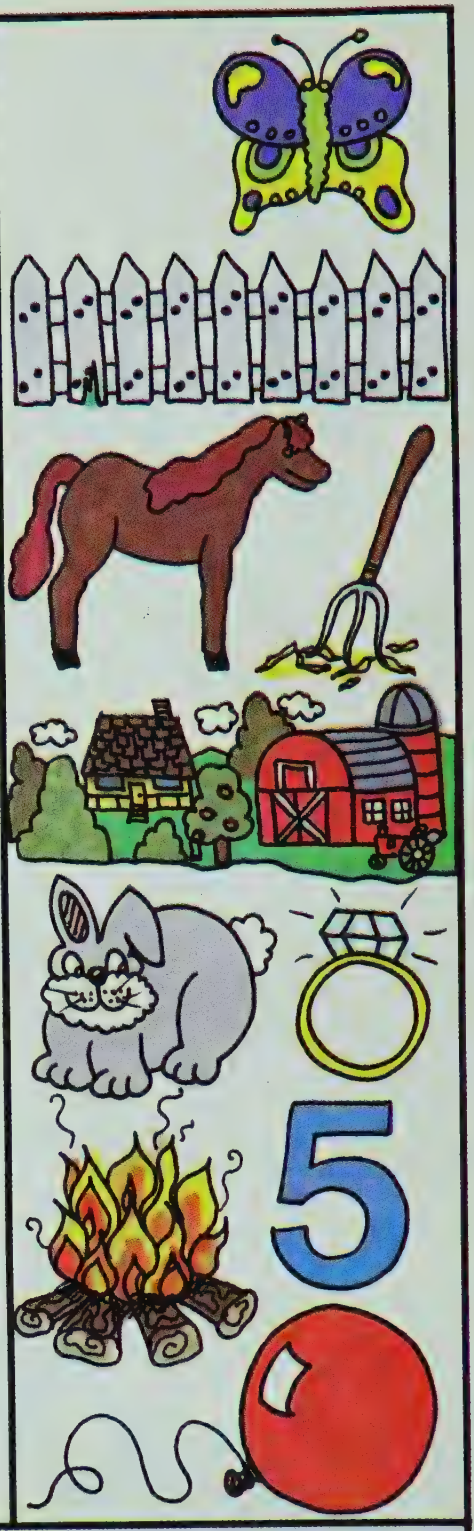




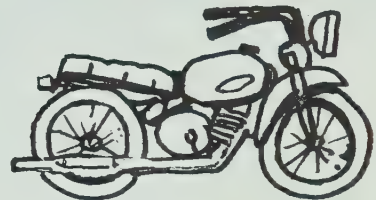
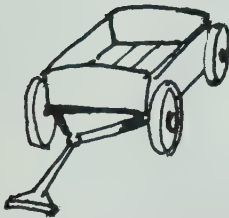
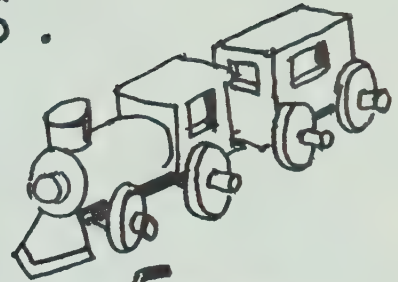


Objective: Classify

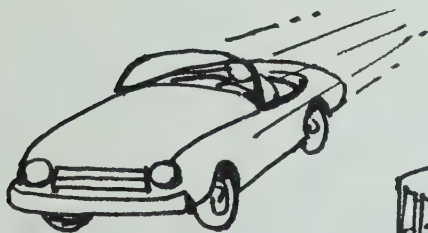
Directions: Pupils study the objects represented in each box and put an x on the one that doesn't belong.

	<p>Tracing guide for uppercase 'F' and lowercase 'f' on lined paper. The uppercase 'F' is formed by three strokes: a vertical line down, a horizontal line across the top, and a horizontal line across the middle. The lowercase 'f' is formed by three strokes: a vertical line down, a curved line starting from the top right, going left and then down, and a horizontal crossbar.</p>	
<p>Tracing practice for lowercase 'f' on lined paper. The first two 'f's are solid, and the remaining five are dashed for tracing. Each 'f' is formed by three strokes: a vertical line down, a curved line starting from the top right, going left and then down, and a horizontal crossbar.</p>		

I like slow things.



I like fast things.





fox

lock



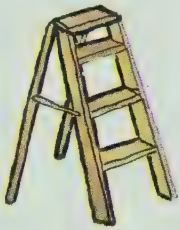
lemon

leaf

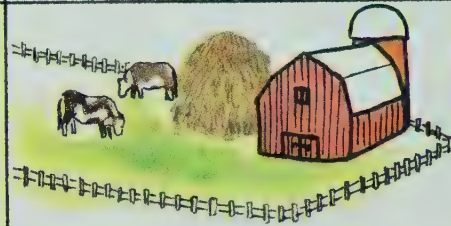
fish



foot



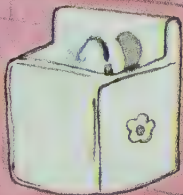
fan



farm

ladder

lamp



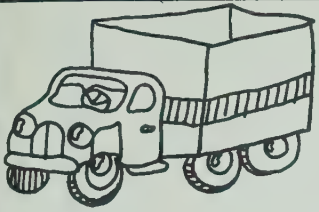
fountain

lion

lock



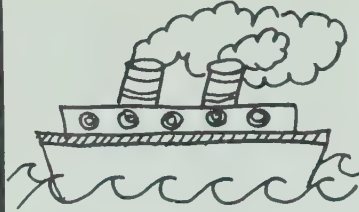
four



truck



bird



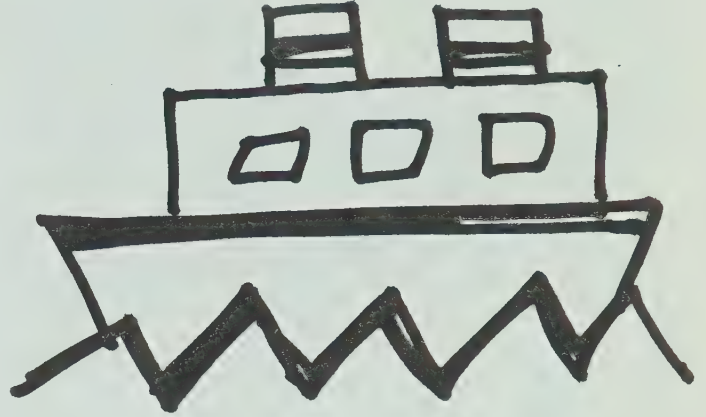
boat



pony



I can paint a _____.



I can paint a _____.



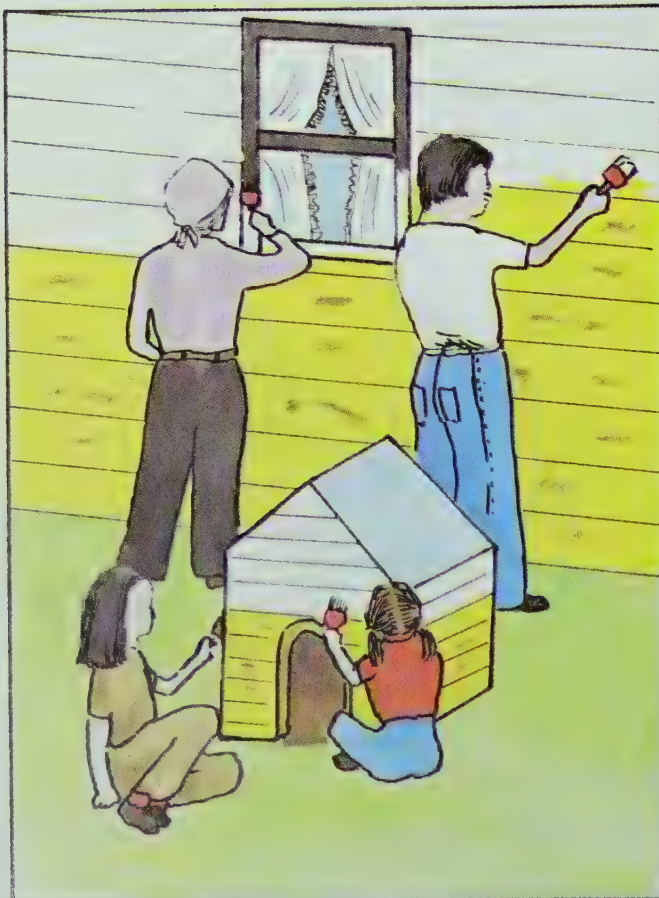
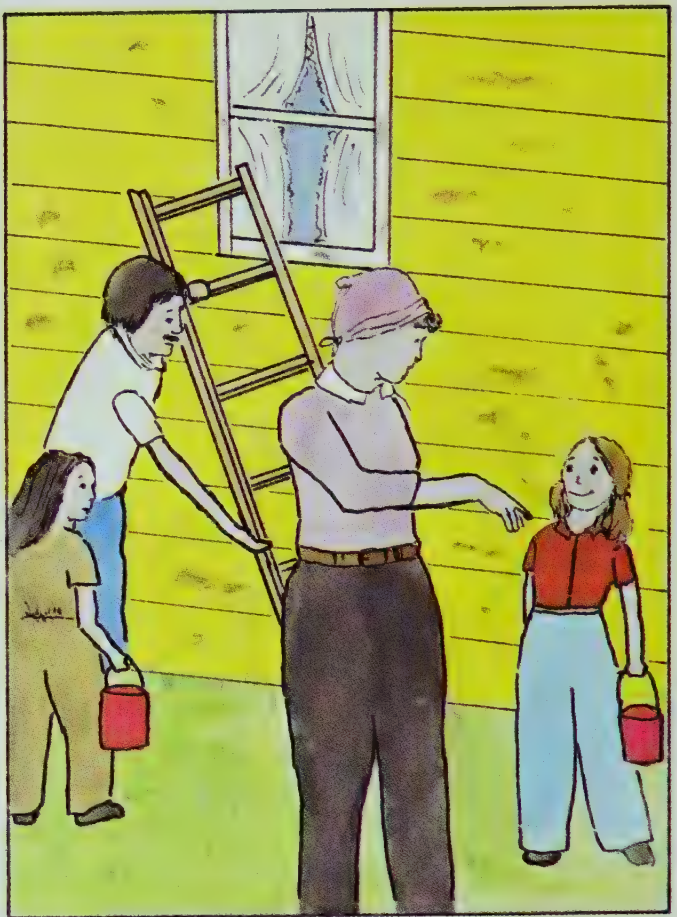
I can paint a _____.



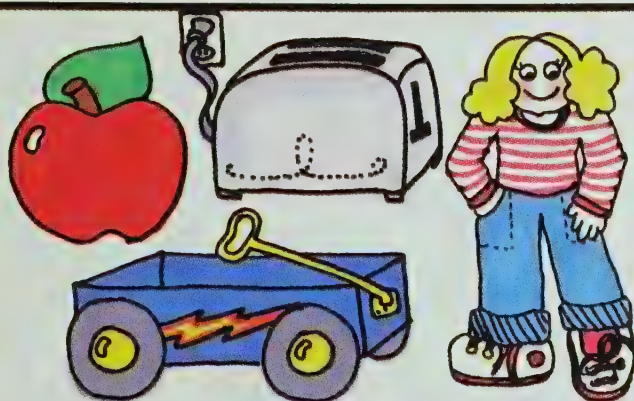
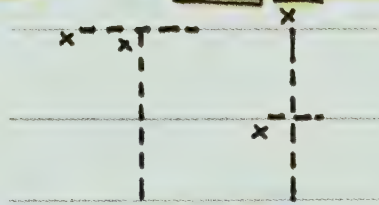
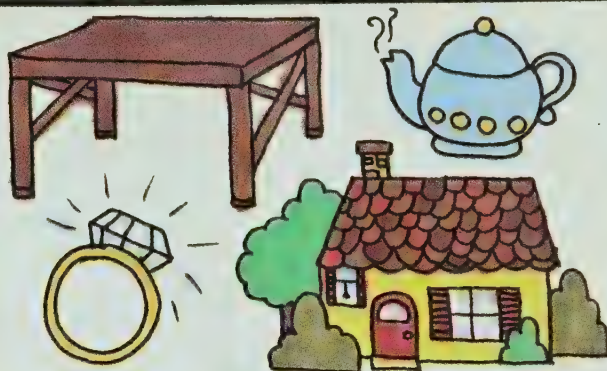
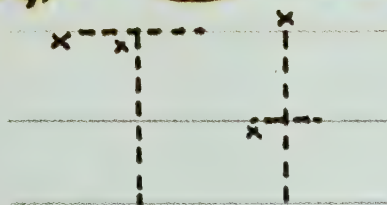
I can paint a _____.

Objective: Interpret sentences; write words

Directions: Pupils identify words and pictures at the top of the page, then write the word that completes each sentence below.



T t







Objective: Write t; associate sound and symbol /t/, t

Directions: Pupils mark the pictures whose names begin with /t/ and trace the letters.



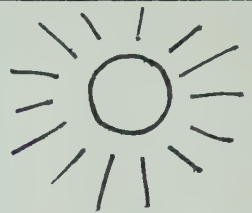
man



fish



balloon



sun

I can make a balloon.

I can make a man.

I can make a fish.

I can make a sun.

I see a m_____.

I see a b_____.

I see a s_____.

I see a l_____.



I like the p_____.

I like the f_____.

I like the r_____.

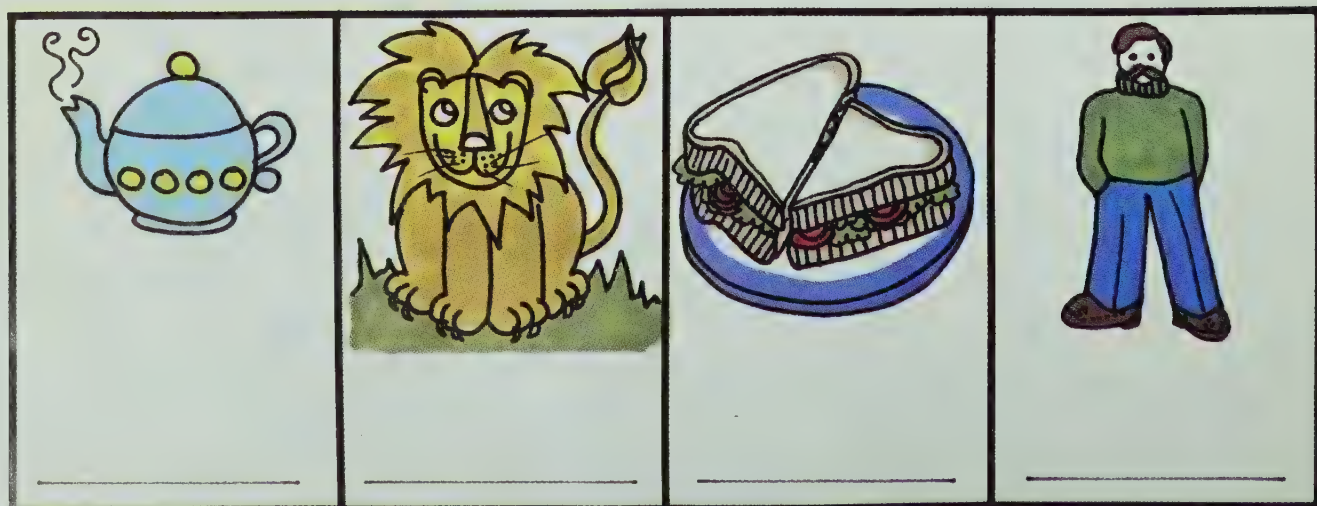
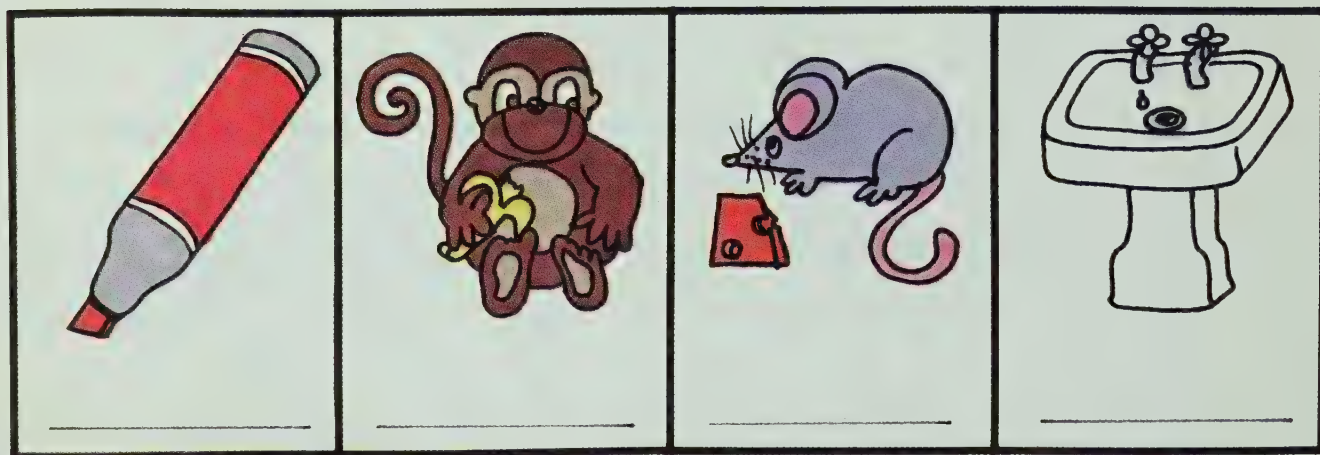
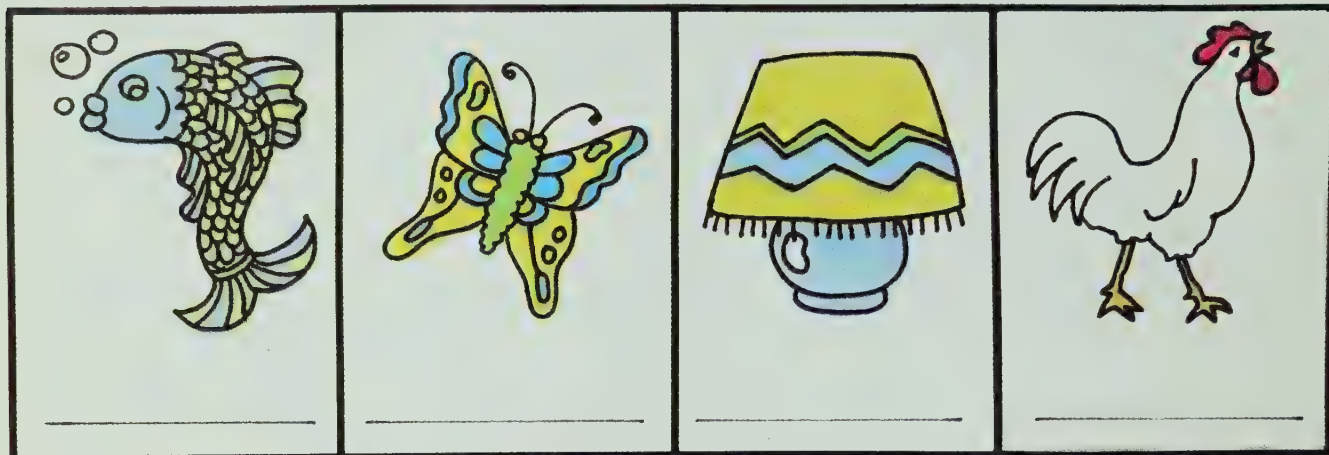
I like the t_____.



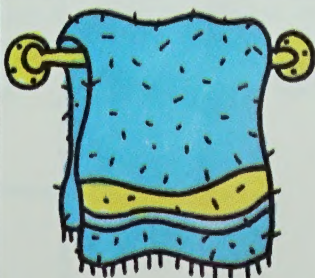
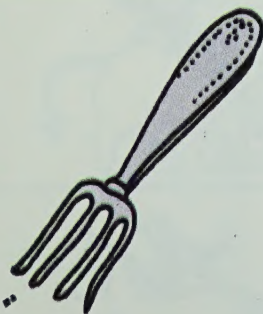
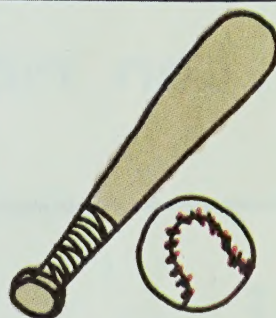
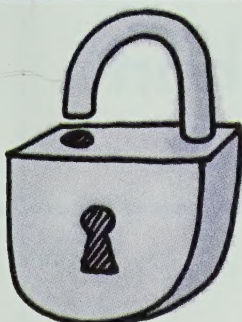
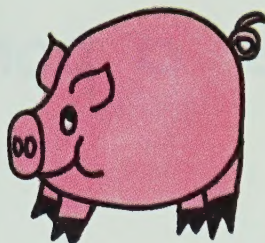
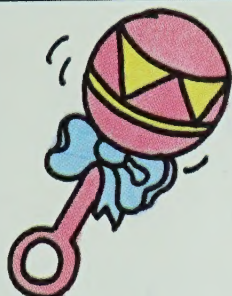
Objective: Read sentences; apply phonic knowledge to identify words

Directions: Pupils read the sentence beginning, note the initial letter of the last word, and draw a line to the picture whose name completes the sentence.

s b m p r t f



s o m p r t f





I can ride a pony.



I can ride a camel.



I can ride an elephant.



I can ride a lion.



I can ride a horse.



I can ride a zebra.



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